

A civil servant's tale: Ngau Crequer talks to JOHN CARSWELL, military historian, Treasury official, and secretary of the University Grants Committee with a reach back to Robbins (page 11)

Charlotte Barry reports from the CAMBORNE school of mines in Cornwall which is facing bravely a future without the tin mining which gave it birth (page 11)



Peter Aspdon talks to ROBERT RHODES JAMES, the biographer of Prince Albert and Conservative MP for Cambridge who has broken with the Government over cuts in higher education (page 13)



Peter Winch reviews a new anthology of the writing of the French philosopher and intellectual SIMONE WEIL who died of despair and self-starvation in wartime London (page 17)

Computers in biology, computational chemistry, new computer languages and a new biography of Lord Byron's daughter and computer pioneer Ada Countess of Lovelace are among the subjects of new books in COMPUTER STUDIES (pages 28-27)

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Tolling bells

Our public system of schools is in a state of demoralized crisis, a crisis far deeper than that which has higher education in its grip. The profound alienation of teachers has been proved many times over by their bitter dispute about salaries and conditions which has reduced many schools to a chaotic state. Parents are increasingly worried by the effect this dispute is having on the education of their children; a few are reported to be deserting to the private sector, but the overwhelming majority is angrily bewildered unsure whether to place the greater blame on the teachers or on the Government.

The traditional partnership between Science and local education authorities has become a casualty of the widening war between central and local government. The present Government's relentless determination to cut public expenditure, especially that incurred by other people like local authorities, has produced a chronic under-resourcing of the nation's schools, a state of affairs which has become officially apparent in the annual surveys by HM Inspectors. In dishonest theory, of course, expenditure per pupil has increased since 1979 but this is solely accounted for by the fall in the school population. Far from making things easier for local authorities, they have to cope with a double burden, shrinking budgets and the urgent need for school rationalization to cope with falling rolls.

The crisis in our schools must now be a matter of profound concern to higher education - in many senses. First, the mismanagement of demographic decline in secondary education, primarily (although indirectly) the responsibility of central government and only secondarily (although directly) the fault of local authorities, serves as a compelling warning. If we cannot do better in higher education we will be in deep trouble. Of course universities (certainly, polytechnics (probably), and colleges (possibly) may avoid the absolute falls in student population that have battered the schools. But no

sensible person can presume that the fall in the number of 18-year-olds by a third between now and the mid 1990s will not present a formidable planning challenge as student populations unpredictably ebb and flow. Yet there is little evidence from institutions and even less from the DES to suggest that this difficult process will be managed more sensibly in higher education in the next 10 years than it was in schools in the last 10.

Second, the chaos and demoralization in schools are certain to threaten standards in higher education. Indeed this is already happening. There is now considerable pressure on universities and polytechnics to make allowances for the damaging effects of the present teachers' dispute on the performance of A level and Higher candidates. The Universities Central Council on Admissions (UCCA) has bowed to that pressure by inviting head teachers to make a special report on such damage in their comments on candidates.

Even if the present dispute is formally settled at the next meeting of the Burnham committee a week today, and even if - a much bigger if - a similar dispute can be avoided in the present year by some clever compromise, schools will have to live with the consequences of these months of chaos for a very long time ahead. It is not simply the singular damage caused to this summer's A level candidates, but a deep wound of hundreds of schools and the morale of thousands of teachers. Experienced teachers have left the profession and recruitment of new teachers has fallen away dangerously. Coming on top of, or alongside, the inevitable difficulties created by school closures and mergers to match falling rolls, the present dispute has dealt a blow from which many schools will take several years to recover. Higher education will have to take account of this academic unsteadiness of many of its new recruits in the later 1980s.

Third, higher education cannot remain a detached observer of the trou-

bles of schools. Universities, polytechnics and colleges too are part of the same public education service however fastidiously they may regard their association. They too are part of the main. Higher education is diminished by the damage that has been inflicted on schools. It is not simply that the demoralization of school teachers will keep upwards and infect university and polytechnic teachers as well. That is already happening. It is not simply that a Government which has so little regard for the health of the nation's schools is unlikely to have greater regard for its higher education.

It is not simply that a department that has demonstrated little skill and imagination, and generosity, in planning schools is unlikely to demonstrate similar qualities in its planning of higher education. Last summer's Green Paper is sufficient warning of this danger. It is not even that a public opinion that has become confused and antagonized by the troubled state of our schools is unlikely to have calm and positive expectations of higher education.

Higher education cannot stand aside from "lower" education in the schools. Practically this is because it inhabits the same world; it shares a common set of students from them. Morally this is because it is part of the same enterprise, a community of ideals that substantiate our best hopes for our future. Higher education cannot hope to thrive at a time when the contribution of schools to that future is apparently so little valued. Yet that is the interpretation placed on the Government's inactivity in a dispute that has so deeply troubled teachers, parents and maybe unknown to themselves children too. Ministers do not appear to care much while so many people could not care more. Their lack of moral leadership will have consequences which today can still only be gloomily guessed. As for higher education's interest, ask not for whom the bell tolls.

South Africans in Southampton

The controversy generated by the planned exclusion of South African scholars from the World Archaeological Congress to be held in Southampton in September is now many months old. But the important issues of principle, and of practicality, that have been raised remain undisturbed. The moral commitment of the supporters of the ban has been answered by the moral outrage of those who oppose it. Neither side it seems has made much effort to understand the opposing view, nor maybe to examine critically the logic of their own view. Too many people have argued the issues in absolutist terms.

The supporters of the South African ban deny that there can ever be business as usual with that country until the evil regime of apartheid has been overthrown. They may admit that their stand is unfair to many individual South Africans who oppose the regime as vehemently as they themselves. They may even admit that their stand is contrary to the principles of academic freedom. But in their view both are minor offences that must continue to be committed if the much graver offence of appearing or offering comfort to South Africa is to be avoided. Their model is the exclusion of South Africa from international sport under the terms of the Gleneagles agreement, although the parallel is not exact because nations do not field "teams" of scholars and scientists nor is it clear that acknowledged academic prowess is as important to the South African white supremacist psyche as success in sport.

The opponents of the ban argue that however abhorrent the South African regime academic freedom must not be abridged. This is not simply because bans divide and impoverish particular disciplines but because the free pursuit of knowledge, unaffected by any

national, religious or political tests is an absolute condition for the preservation of a free society. Once ideas and their expression come under a ban the slide to totalitarianism begins. Their favourite model is that of Galileo threatened by the Inquisition. Again it is not an exact parallel; it is the participation of South Africans not the production of South African scholarship that is the issue at the Southampton congress. But small sins can lead to big crimes. In their view absolute vigilance is the price that must be paid for preserving intellectual freedom.

The clash of these two strongly held moral views has split world archaeology. The International Union of Prehistoric and Protohistoric Sciences has withdrawn official recognition from the World Archaeological Congress. The union now intends to hold its annual meeting in West Germany. Many archaeologists have said they will not be coming to Southampton, members of the organising committee like Sir David Wilson, director of the British Museum, have resigned. Despite these pressures the ban on South Africans, 24 white and two black archaeologists, has been reaffirmed and the congress will go ahead.

Both sides in this dispute must ask themselves some hard questions. The why South Africa is different, why it is in an immoral category of its own. Soviet Union offends most liberal principles, while there are many people who disapprove of the policy of Israel towards its Arab neighbours, and there may even be some foreigners with a question or two for us about Northern Ireland. Yet for everyone would resort from the idea of a ban on Soviet or Israeli scholars. Nor is it a totally

sufficient answer to say that in South Africa higher education, and so scholarship, is compromised by its collaboration with apartheid. All systems of higher education reflect the character of their societies, vice and virtue. In any case South African universities have often acted as a focus of opposition to apartheid.

The opponents of the ban must accept that we do not live in a perfect world and that these imperfections lead to a messy discriminatory ban that arbitrarily and unfairly excludes some scholars and some ideal situations in which all scholars commune together regardless of race, religion, colour or class. In sad practice the choice is often between inviting South African scholars or scholars from the Third World. Only rarely can both be invited together. It is this rock that the Southampton congress has struck.

Academic freedom is a fine ideal but nowhere can it be absolute. It is always conditioned by external circumstances, legal, economic, social, political, cultural. In all free societies abundance of South Africa is a powerful external circumstance. The moral pressure that it exerts on the organisers of events such as the Southampton Archaeological Congress is entirely legitimate; it cannot be dismissed as some politicized irrelevance. It has to be recognized that academic freedom which is a liberal civilization depends - freedom to vote, freedom of movement, freedom from racial discrimination, freedom to participate in the making of the laws that govern us. All these freedoms are denied to the majority of South Africans. The exclusion of South African scholars from the World Archaeological Congress is certainly cruel but in a crueler world it may be necessary.



Enjoyed your tour of the computer. Yes thank you, sir. Good. Well, may I now welcome you most warmly to the Department of Computing and Computer Science, and to my colleagues and fellow interviewers, Dr. Cullin.

Oh yes. Hello. Well, let me put you at your straightaway, Transom. Dr. Cullin and I were both most favourably impressed by your UCCA form and also must say by your headmaster's report.

Oh. So just to get the ball rolling perhaps you'd like to tell us you selected this particular university.

Yes... well, I more or less went somewhere that wasn't, you know too near home.

Good. And I fancied a change.

Excellent. Two very clear reasons indeed. And any particular motif behind your wish to study computer science?

Not really. I mean I fancied computing because, you know, everyone will have a computer in their own home. It's the thing of the future, isn't it? The computer age.

Most incisive, Transom. Most alive. And you have a computer of your own, I take it?

Oh yes. A ZX 81 with a Blik.

A Blitz? Planes dropping bombs on houses. Ah yes. Fine. Well, Dr. Cullin, have you anything to say to Transom?

Hardly. He's dealt most adequately with the main topics. But just a small thing. I see from your UCCA form that you're expected to obtain at least one C at A level. How realistic is that forecast?

It's, well, it's what I'm more or less hoping for. But you know...

Absolutely. You convey the sense of uncertainty most effectively. Now, anything you'd like to say to us?

Well, I was wondering what you were going to give me.

Another good point. Straight to the point. Admirable. In fact, Transom, and I can see Dr. Cullin nodding his agreement, we'd like to make you an offer here and now.

Two Cs?

No, not exactly. Although extremely well interrupted, we've been rather impressed by your overall performance and your attitude to the campus.

background knowledge of computing, and most of all, in the difficult times, by your availability. So we're going to give you a little chance.

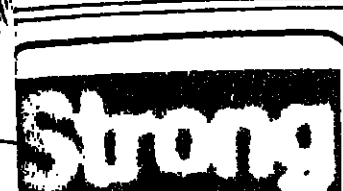
Yes?

Well, Transom, although we realize that we're only fifth on the UCCA list of choices, may I offer you the post of Senior Lecturer. What do you say?

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The making of Supermag, 13

Government switches to engineering

by John O'Leary

A new phase of the Government's "switch" initiative, promoting a wider range of engineering disciplines, may follow this week's meeting at 10 Downing Street to review the first year of the programme.

At the meeting, attended by seven ministers, 25 senior industrialists and five representatives of higher education, the Prime Minister congratulated the employers, universities and polytechnics on its success. More than 200 companies have contributed to the attempts to produce more engineers and technologists, she revealed.

Most of the 1,500 new places are in information technology.

Now talks are to be held between Government departments and the Engineering Council to determine whether other branches of engineering should receive special assistance.

The council wants production, mechanical and electrical power engineering to be included in a further initiative, together with instrumentation, and control and manufacturing technology.

Dr Kenneth Miller, director general of the Engineering Council, said: "The message I got from the meeting was strong support for a future initiative on all sides, including the Prime Minister."

Support came from the higher education representatives and from Sir Robert Clayton, chairman of the DTI's information technology skills agency. He said later: "There may well be needs for initiatives in other areas, both outside information technology and for the different skills needed by a wide range of users of IT in industry, commerce, service industry and government."

However, there was no commitment from the Government side to switch, or for conversion courses proposed by the National Advisory Body to enable students with non-scientific backgrounds to pursue careers in the new technologies.

Agreement was reached on a number of broad policy areas.

First degree courses should lay increased emphasis on practical tasks

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Legal arguments delay tenure law

by Ngau Crequer and David Jobbins

Vice chancellors and university teachers - in separate moves - are taking legal advice over the Government's proposals to end tenure, in the latest attempt to stop or delay legislation.

Neither the Committee of Vice Chancellors and Principals nor the Association of University Teachers will meet today's deadline for comments on the Government's proposed change.

The Government plans to introduce legislation to enable universities to dismiss academic staff for redundancy or financial reasons. It proposes to appoint commissioners with powers to make or amend university statutes, to make it possible.

The vice chancellors believe the proposals, outlined in detail in December, are unwelcome and would give rise to numerous individual challenges in the courts. They are particularly concerned at the proposal to allow tenured lecturers promoted to a post in another university to take their tenure with them. But the question of who holds tenure has never been tested.

Lord Flowers, vice chancellor of London University: "It is most unclear what is meant by exporting existing tenure from one university to another. This is the most glaring problem."

The vice chancellors meet today to discuss the legal advice they have received and to consider their own counter-measures. One might be to deem that all existing lecturers have tenure, but this is unlikely to impress the Department of Education and

Science. Their advice should go to the Government next week. The question of transfers is becoming more acute because there will be many more moves in the next rationalization programme.

University teachers are also still considering their response. They are to appoint a team of leading constitutional lawyers, including a previous Lord Chancellor, to help them to challenge the proposals. They have also appointed a Parliamentary agent.

Mr John Akker, deputy general secretary of the Association of University Teachers, there was a wealth of legal points they wanted to clarify with a parliamentary constitutional panel. "There will be vigorous rebuttal of the Government's need for legislation and the precedent they are creating by interfering with chartered bodies," he said.

The Government will decide in the next two or three months whether to proceed with legislation and put the bill down for the Queen's Speech (proposed legislation) in November. Vice chancellors and lecturers hope that procrastination will increase the pressure to leave the proposal off the list, in the year before the general election.

To encourage rationalisation, a scheme to aid academics with their relocation expenses if they move in line with the University Grants Committee's rationalisation plan was discussed by the UGC yesterday. Based on the principles of the Civil Service scheme which is regarded as a model by many public sector employers, it is to be funded within the

UGC's own resources.

Expenses have already been paid on an *ad hoc* basis as part of the UGC's strategy of creating strong departments - and the committee acknowledges that it must help meet relocation costs. Although drawn from the Civil Service scheme, the proposals under discussion yesterday are understood to be less generous on a number of minor aspects. It is understood to cover legal and estate agents' fees, removal costs, and costs of house finding.

Although comparable in cash terms, it was not clear to what extent the scheme would meet the expenses of people transferred to other institutions who have to return to their old university for academic reasons, particularly to continue supervision of students.

Examples of *ad hoc* payment of expenses have occurred in 1982-1984 but the UGC predicts that its plans for certain subjects will mean a considerably greater element of relocation and that a standard scheme was now needed. Italian is one example which has been quoted but other include classics, architecture and physics, where some academics from Bradford are transferring to York.

There is unlikely to be any negotiation over the scheme with the Association of University Teachers, but union leaders may draw attention to the areas where it is less favourable than the Civil Service model and to the limited resources which may be available.



Nudge, nudge, wink, wink; a Varsity Match with a difference. Cambridge's Stewart Sage (left) and Oxford's Tony Brennan study their position in the annual tiddlywinks competition held this year at Wadham College, Oxford. The home team suffered a disastrous defeat of 14-98.

Science SOS call picked up

by Peter Aspdon

The organisers of the campaign to "save British science" are thinking of setting up a permanent body to lobby the Government and industry for more money, following the positive response the campaign has received since its launch in the new year.

The new move follows a meeting between three of the campaign group and the Secretary of State for Education, Sir Keith Joseph, in which he told them that the voice of the scientific community had remained silent for too long.

Sir Keith said he welcomed the emergence of the campaign group as a

voice for science, and stressed his desire to meet representatives at regular intervals. But the campaign chairman, Professor Joe Lamb, said Sir Keith had refused to acknowledge the need for a fresh long-term Government commitment.

"It seemed to us that he was leaving it to us to work out a strategy, and to make further contact with industrial and business associations," said Professor Lamb, professor of physiology at St Andrews University.

He said the response to "Save British Science" had taken the organisers by surprise. Now the group is considering setting up a full-time body, similar to the Research De-

fence Society, which lobbies in the field of animal legislation. Such a body would seek contributions from industry, societies and individuals as well as keeping in touch with politicians.

Professor Lamb said the group was taking a broader view of support for science, rather than simply asking the Government for more money all the time. "In the absence of any initiative from the Government, somebody else needs to take some initiatives," he said.

These included talking to representatives from the City, to try and divert more money into long term research and development.

CERN accepts British call for alternative funding review

from David Dickson

PARIS

The governing council of the European laboratory for particle physics (CERN) in Geneva has accepted Britain's proposal to set up an independent review committee charged with studying the implications of "alternative levels of funding".

No formal guidance has been given as to what these alternative levels might be. However, the British group expects the committee to discuss the consequences of a 25 per cent cut in the contributions of member states over

the next five to seven years.

The Kendrew review group, which reported to the Government last June on its consideration of British involvement in high energy particle physics, recommended that the United Kingdom should cut all its spending in this area by 25 per cent by 1990/91.

Kendrew said the UK should remain in CERN after 1989 only if such a reduction was achieved, and should give notice to CERN that its subscription would fall by 5 per cent a year from £37.9 million in 1985/86 to £28.4 million in 1990.

The proposal to set up a European

level committee was put to the CERN council by Mr George Walden, under-secretary of state for science and education, and followed informal soundings taken by Mr Walden during talks with his counterparts in other European capitals.

According to a resolution passed unanimously last week by the council the new review will be carried out by a group of five to seven members, each of whom will be appointed by council president Dr Wolfgang Kummer.

The committee is expected to start its work by the early summer, and has been asked to report its findings and recommendations within a year to the

CERN council, and hence to the governments of the member states.

The resolution also stated that members of the review committee "might include scientists, engineers and industrialists", adding that these should be chosen for their "breadth of experience".

"The decision to set up the review committee means that Britain is now not expected to take unilateral action - such as giving notice of its intention to withdraw from the organisation on the completion of the Large Electron-Positron (LEP) collider currently under construction - at least not until after the committee has reported."



It is not a happy time for education anywhere in the country but it appears to be becoming as unhappy as anywhere in Leeds. In the second week in February the *Yorkshire Evening Post* devoted a whole page to the battle about education in the city and my grapevine - which is extensive and reliable - tells me that the analysis was correct.

The essence of the problem is the increasing dominance of full-time politicians (instead of the part-time enthusiasts who have for over 100 years devoted themselves to local government) and their taking over of the work that has traditionally been done by officials. In that process Leeds looks like following the example of the people's republics of Liverpool and Sheffield and there is no evidence that that will result in happiness for those who care about education.

The councillors who can afford to be full-time are either employed in some leisurely teaching in another authority or, more usually, are unemployed. The combination of unemployment benefit and allowances for attending meetings of the council can provide them with an adequate income; as long as more and more committees and subcommittees require their attendance, there is no reason why they should not continue indefinitely to run the system.

Headteachers have already found their authority being diminished, notably in the primary schools where a task force of teachers has been appointed to work directly for the local authority and not for the headteacher. The Primary Needs Programme is claimed to be already a success in shaking up the primary schools and improving their low standards.

That might be just a "little local difficulty" capable of resolution in the ordinary course of local government change. If it were not that something of the kind is happening in many local authorities. Another part of my national grapevine tells me that councillors are taking over the selection of books for local libraries. If so, the great tradition of local government, in which elected members decided policy and appointed officials to carry out the policy and organize the day-to-day running of the service, is coming to an end.

To return to Leeds: what brought the situation into public notice was the authority's practice of not filling vacancies generally, but especially in the education system.

The director of education is a lonely figure: he no longer has a deputy and has few assistants. The chief adviser has retired and not been replaced, as have several assistant directors, and some 40 administrative staff have taken the latest offer of early retirement. The service is in tatters, payments to part-time and service staff are irregular and delayed, and the morale of the service is as low as it has been in living memory.

What seems to be happening is the disappearance of senior and middle management and the taking over of their day-to-day functions by elected members.

I spent long enough in the service of local government to know how ignorant and inexperienced such people can be. Unfortunately education is an activity that people think they know everything about and therefore think they know how to run it.

We would hesitate to go to a dentist who had no training or experience. But teeth are no more sensitive an issue than education.

Letters to the editor

Politics of media research

Sir, - Your reviewer P. A. J. Waddington, in his enthusiastic endorsement of Martin Harrison's *TV News: Whose Bias?* (THES, February 14) clearly demonstrated his hostility to the work of the Glasgow University Media Group. He is, however, no stranger to inaccuracy and misrepresentation when it comes to discussing other people's work, as readers of the *Journal of Sociology* will know (see A. Colman's article in volume 17, 4, 1983). Sadly, he is at it again. We want to make the following points:

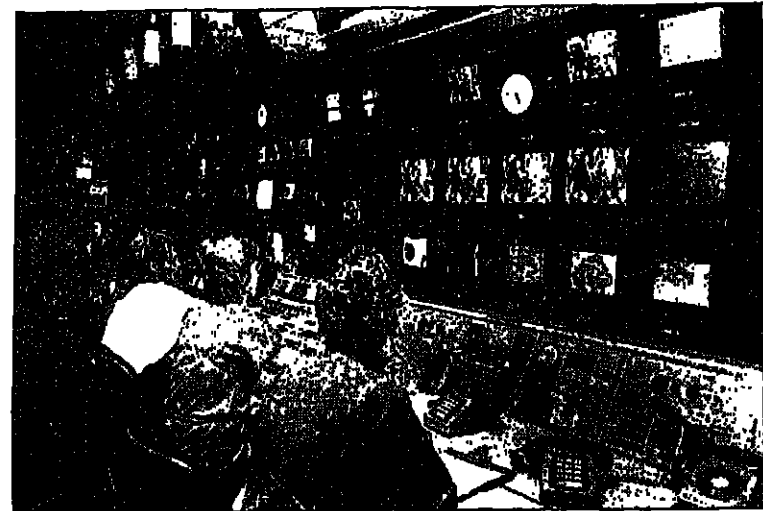
● Waddington wrongly states that the ESRC funded Harrison to undertake a critical review of the Glasgow group's work. The ESRC have told us that this is not so. Harrison's grant, which ended in 1980, was given for other purposes and details of all this are on record. Naturally, had the council given a grant for such purposes they would have informed us and would not doubt have expected Harrison to be in contact with us.

Our own information is that Harrison was invited by senior ITN executives to do this work. They were obviously very pleased with it since ITN bought some 100 copies of the book. These were then sent out, with a supportive covering letter from the head of ITN's public relations, soliciting reviews. We have a copy of the letter.

● Waddington asserts: "Although unable to view the original newscasts, which had not been retained, he (Harrison) was allowed to scrutinize the transcripts of ITN news during the period covered by the group's first two publications." The material has been retained and we have it. Harrison did not ask to see it.

There are discrepancies between the material that Harrison was shown and the tapes in our possession which destroy the validity of his claim that we have misused the data. He still has to deal with the data. Furthermore, he restricts himself to the period January-April 1975. Our study went on to June and, of course, covered BBC1 and BBC2, as well as ITN. Anyone looking at the work done in *Bad News* and *More Bad News* will quickly appreciate that there is no meaningful sense in which Harrison's work is a replication.

● Waddington writes: "It ill behoves the group to maintain that TV news is a social construct and then regard off-



ITN's studio control room

cial statistics as a direct reflection of reality." This is not our position. On the contrary, we pointed out in *Bad News*: "Official statistics, like the news itself, are 'products' which pose their own problems of interpretation... our use of the Department of Employment statistics in this chapter has one main purpose: to demonstrate the existence of an independently derived and publicly available alternative description to that of news" (page 296).

Social indicators of this kind, and they were not the only ones to be used, do provide a way of checking on news coverage and patterns of selectivity. We cited Elitha Katz's view that "such indicators cannot be allowed to dictate to journalists, no more than audience measurements should do, but they are worth having around as a basis for professional judgements" (*More Bad News* page 409).

● And what about the appearances of management and labour on TV news which Waddington implied we fail to address? We do, in fact, give a good deal of information as to the categories of people who were interviewed. We noted, for example, that over a three-month period of industrial coverage 33 management and 58 labour spokespeople appeared. In the business news category, however, there were 28 spokespeople for management and four for labour. *Bad News* page 138.

● Waddington asserts that we "pro-

test at the excessive coverage given to disputes in the car industry." What we wrote was: "The coverage of the car industry could be justified by the extent of the stoppages in the area as revealed in table 5.8. On all indicators there is no doubt that coupled with the importance of the industry, the period in question was by no means peaceful and television coverage therefore appropriate" (*Bad News* page 169). The questions we raised about coverage of the car industry were quite different, as readers of the study will know.

Even this list does not exhaust Waddington's mistakes and misrepresentations. For our part, we never supposed that pioneering research of the kind we did would be without flaw or blemish. We have contributed to a continuing debate of public relevance about the nature of television news coverage.

We have learned from critical exchanges with academics and journalists and hope we will continue to do so. But the vindictive outpourings directed at us are a reminder that there is a dark side to the politics of media research.

PROFESSOR JOHN ELDRIDGE, Head of department of sociology, University of Glasgow.
PROFESSOR BRIAN WINSTON, formerly research director of Glasgow University Media Group.

The wrong diagnosis

Sir, - The new right - as represented by the *Saturday Evening Post* beginning to look extraordinary. "The cancer of sociology" - Why not the cancer of political discipline whence after all ideas underlying social science, many of them of very pedigree? Or the cancer of another discipline which has scientific thought?

Under the aegis of what possibly respectable intellectual new right presented itself to the public, a rigorous and rigorous challenge to theoretical activity which has razed the left for the last not in other words to found a new academicism based on social and theory rather than on pragmatism. That in itself is surely a "gigantic" exercise, and something of academic recognition.

Clearly the new right does not recognize that developing theory is sociology; clearly the "theory" is a slogan for a rigorous shorthand for "the social" or perhaps "the social" subject for academic study. What they want to say they do not know. If all they want is to sling mud or engage in rhetoric, they cannot be taken seriously as rigorous theorists with a genuine perspective on social issues.

Yours sincerely,
HELEN WEINREICH-HASTE, Senior lecturer in psychology, University of Bath.

Browniepoints

Sir, - The reported rejection of Strathclyde's Association of University Teachers, said the university had several years ago purchased another vacant church which was now "the largest illuminated white elephant in Glasgow." It is intended as the university's centre for musical events, but has not yet been used as it has been under renovation.

Staff were very worried about the implications of these projects for jobs, said Dr Peacock. They had been given no figures by the administration, and would be seeking information on the university's general financial position.

One senior academic claimed both the capital and running costs of the proposed projects could not be borne without sacrificing academic staff. Mr John Austin, said he could not see the university proceeding with the building project at the cost of jobs.

It did not intend bearing their full cost, he stressed. The Barony church had cost the nominal sum of £1, although the university had given the Church of Scotland £15,000 for work it had done.

The purchase of the British Telecom headquarters would enable the university to rationalize accommodation, Austin said. Strathclyde is currently paying UGC backing, and he added it was not likely to go ahead "without UGC support of some sort."

Yours sincerely,
W. DERRICK SHIRE, Head of Physical Sciences, Sunderland Polytechnic.

Bigger wind

Sir, - Your edition of 28 February contains an article on "Overseas News" entitled "Pay windfall for academics".

Not only is the news announcement having been out seven weeks ago but it makes no mention of the fact that by academic staff, including industrial action, to ensure payment honoured the money - morally but not legally - was theirs.

Moreover the story contains serious inaccuracies. The salary decision is set at \$79,000 pa. Their "junior colleagues" of smaller rank receive \$68,155, not \$50,000 as the average wage in the university is \$50,000. I am pleased to see \$5,000 pa as shown in your edition.

Yours sincerely,
L. B. WALLIS, General Secretary, Federation of Australian Staff Associations, 33 Bank Street.

Big boost for university teacher training

by Patricia Santinelli

Warwick and Exeter Universities are to have the largest departments of education by the end of this decade following a decision by the University Grants Committee to allocate them a major increase in teacher training places.

Under the UGC plans, both universities, the only ones of the 29 providers to offer courses across the whole spectrum of teacher training, will virtually double their full-time equivalent of initial training students to around 1,200 and 1,000 respectively by 1990.

Professor John Tomlinson, director of Warwick's Institute of Education says the increased allocation which means going from a one third market share in teacher training to a half - they have 650 full-time equivalent at the moment - is a vote of confidence from the Department of Education and Science and the UGC.

"It is a large increase in the fields

where there is growth and we are looking forward to getting candidates," Professor Tomlinson said.

Warwick's primary PGCE will increase from 20 to 55, its primary BED from 30 to 114 places and its secondary BED by around 20 in physical education. Exeter is to increase its primary PGCE from 40 to 55, its primary BED from 50 to 120, while the secondary BED goes up from 66 to 100.

Professor Ted Wragg, director of Exeter's school of education says they are particularly looking forward to expanding primary education, especially as they have the only professor of primary education in the country and are also expanding both in-service training and research.

In addition three other university departments of education, East Anglia, Leicester and London's Institute of Education, have received major increases in the primary PGCE ranging from 40 to 60 per cent on

present quota. This will make them the largest providers of such courses among the 17 UDEs.

Until now allocations of teacher training places beyond 1986 have been held up by the refusal of the UDEs to take the extra places requested by the Secretary of State for Education because no extra resources were being provided.

Sir Keith Joseph had asked universities to increase their student targets from 680 in the primary PGCE to 905. The BED primary from 335 to 610 and the secondary BED from 350 to 540.

Two weeks ago the deadlock was broken following an offer from Sir Peter Swinnerton-Dyer, chairman of the UGC, to guarantee universities funding for places whether they recruited to target or not.

According to the UGC this has resulted in bids for the primary of some 300 places more than requested. This has meant that 200 more places than

planned have been allocated. In effect this will compensate for a shortfall in bids to the primary BED. Only four universities, Exeter, Warwick, Durham and East Anglia provide this and the latter is in the process of withdrawing from it.

The major increases in the primary PGCE were as follows: East Anglia from 40 to 110 places, Leicester from 40 to 125, and the London Institute from 60 to 100. The remaining 14 UDEs have received increases averaging 15 places.

In the primary BED, apart from Warwick and Exeter, Durham is to increase its provision from 50 to 90, and East Anglia still has 42 places.

In the secondary BED and BA/BSC concurrent courses which are on offer at 10 universities, apart from Exeter and Warwick other sizeable increases are at Loughborough with 30 more students, Keele with 25 more, and Hull 18.

Buildings seen as threat to jobs

by Olga Wojtas
Scottish Correspondent

There are fears among staff at Strathclyde University that proposed building projects could lead to job losses.

A joint union meeting was to be held at the end of this week with the university registrar and bursar to clarify proposals to purchase British Telecom's Scottish headquarters, and to develop a vacant site on the perimeter of Strathclyde's campus.

The university also this week announced the purchase of the Barony church, described as the most important Victorian gothic church in Scotland.

Dr Norman Peacock, secretary of Strathclyde's Association of University Teachers, said the university had several years ago purchased another vacant church which was now "the largest illuminated white elephant in Glasgow." It is intended as the university's centre for musical events, but has not yet been used as it has been under renovation.

Staff were very worried about the implications of these projects for jobs, said Dr Peacock. They had been given no figures by the administration, and would be seeking information on the university's general financial position.

One senior academic claimed both the capital and running costs of the proposed projects could not be borne without sacrificing academic staff. Mr John Austin, said he could not see the university proceeding with the building project at the cost of jobs.

It did not intend bearing their full cost, he stressed. The Barony church had cost the nominal sum of £1, although the university had given the Church of Scotland £15,000 for work it had done.

The purchase of the British Telecom headquarters would enable the university to rationalize accommodation, Austin said. Strathclyde is currently paying UGC backing, and he added it was not likely to go ahead "without UGC support of some sort."

Yours sincerely,
W. DERRICK SHIRE, Head of Physical Sciences, Sunderland Polytechnic.

Switch to engineering

continued from front page

and problem-solving, concentrating on the foundations of engineering and science.

● Teachers' pay should offer incentives to attract competent staff in science, technology and mathematics. Immediate shortages should be eased by making staff from higher education and industry available to help in schools.

● Universities and polytechnics should market undergraduate and post-experience courses more actively to attract more students.

Yours sincerely,
L. B. WALLIS, General Secretary, Federation of Australian Staff Associations, 33 Bank Street.



True destroyers: Former French president, M Valéry Giscard d'Estaing, and his minister for education, Mme Alice Saunier-Seïte, depicted in unusual poses in a recent political poster. It is one of

several items in an exhibition of French political history, organized by Leeds University and currently on show at the Polytechnic of Central London.

Sweeping powers sought for appraisal

by David Jobbins

Ministers are seeking sweeping powers to impose appraisal of lecturers' performance in polytechnics, colleges, and directly funded institutions such as Cranfield, the Royal College of Art and the voluntary colleges.

The Education Bill, which is soon to begin its path through Parliament, empowers the Secretary of State for education and science to demand regular appraisal of performance not only in schools but throughout local authority maintained education and beyond.

Sir Keith Joseph has made clear that he is principally concerned with standards in schools. But he is taking the opportunity of the Bill to bring polytechnics and colleges within the scope of a possible scheme if he feels it is necessary.

Leaders of the National Association of Teachers in Further and Higher

Education are to seek clarification as to whether the five Inner London polytechnics are potentially covered by the Bill.

Natfhe has an established policy of refusing to cooperate with talks designed to establish the appraisal system sought by Sir Keith. It has recently reminded its members not to get involved in such discussions at local level, and will instead seek talks at national level with the local authority employers to obtain extra resources for staff development.

● The Bill will also lift the restrictions on local authorities' recruitment of fees of students in non-advanced further education who study outside their own local authority. Under the law as it stands the local authority in which a student lives has to consent before fees can be recouped.

Mr Patten was replying to an earlier speaker, Mr David Bradshaw, principal of the Doncaster Metropolitan Institute who had offered five options for the national planning and direction of further education.

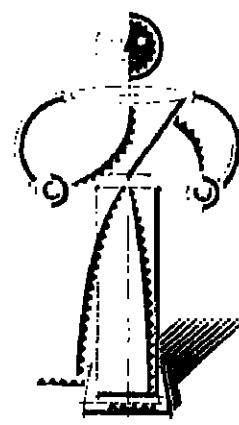
Mr Patten said that his own model of effective national management for NAFE was based firmly with the idea of partnership. In the context of further education and training, the partnership went beyond that of central and local government and extended to colleges, students and their parents, and also crucially to employers.

"For this reason I see great merit in the concept of development plans and annual programmes for work-related further education, precisely because they provide the sort of framework for joint planning which is the essence of effective national management of a system locally administered."

Discussing the joint study of efficiency in NAFE between DES and local authority associations, Mr Patten said the department had three objectives. First it wanted sensible agreed targets for more efficient use of resources, secondly it wanted to develop more satisfactory indicators of performance and thirdly better dissemination of practical advice to managers.

Two meetings were held earlier this month between the council and the vice chancellors and polytechnic directors on the scope for more flexibility in entrance requirements for degree courses. There was general agreement that a wider range of qualifications, particularly BTEC diplomas, should enable students to be admitted.

Leaders, back page



DESIGN INTO BUSINESS

New Annual Awards for Teachers of Design

Responsible teachers of design have long ago sworn the ivory tower.

Acknowledging the prime importance of good design in any business, more and more teaching terms are understanding and reacting to the needs and realities of British industry. Employers are responding by providing more opportunities for practical, first-hand experience. Now, the efforts of teachers and employers are to be recognised by Design into Business - a new annual awards scheme. Sponsored by Allied International Designers in association with The Design Council, the scheme encourages the essential rapport between design education and industry with two categories of awards. The Design Awards are open to teaching teams from colleges offering design courses validated by the CNA, ITEC and those professionally recognised by the SIAD. Full details are available from Mr B Austen, Design into Business, The Design Council, 28 Haymarket, London SW1Y 4SU. Phone 01-839 8000. Completed provisional entry forms must be returned by Friday 14 March 1986.

● If your teaching team is doing all it can to strengthen the links between design teachers and design users, you are urged to enter for the Education Awards. Win or lose, by supporting the scheme you will be helping to focus attention in Industry Year 1986 on the critical importance of design to Britain's economy.

Design into Business is affiliated to Industry Year 1986 and has the support of the British Institute of Management, the Business & Technician Education Council, the Council for National Academic Awards, the Confederation of British Industry, the Royal Society of Arts and the Society of Industrial Artists and Designers.

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DON'S DIARY

TUESDAY

At 8.30 join the hordes heading to work on the A5. One of the advantages of working in Milton Keynes is the excellent road system leading into the city. Pity that the drivers don't match up - some of them seem intent on sacrificing both car and life just to get to work a few minutes early. Spend half an hour clearing some post, and then on to a course team meeting to discuss two draft units for our Real-Time Control course. After two years with the OU, I'm just getting used to the idea of in-depth criticism of written material in the presence of the author. The quality of OU teaching material is a testament not only to the effort put into its development but also the thickness of the academics' skin!

After a quick sandwich, join the multitudes on the motorway as I head up north to visit a firm to discuss further research contract possibilities. SERC were not impressed with our research grant application, suggesting that the proposal was too applied, and not sufficiently academic. (An interesting comment from an engineering committee.) Since the firm were recently successful in gaining a £10 million order for equipment which they now want to enhance with university collaboration, I decide that I am impressed rather more by their sales, market and need for technology transfer than with the opinions of that particular SERC committee. Return home on the A5, noting how quiet it is compared with the motorway.

WEDNESDAY

Spend a couple of hours writing for the new course, and am then visited by a Chinese postgraduate student. Although he is registered at a London college, he is helping me on a project funded by both government agency and industry. In the absence of a sufficient supply of UK graduates to carry out postgraduate work, the contribution of such students is particularly welcome. Indeed, since he brings me news that he is dissatisfied with some classic and quite sophisticated results in the area of filter design, and so has redeveloped them, I am left wondering if our own country's graduates could match his dedication and ability.

THURSDAY

Spend the day working at home. Having spent most of my working life in a conventional university, with lecture courses to give, laboratories to supervise, and the endless interruptions from students knocking on the office door, I still feel guilty that somehow by working at home I am evading my responsibilities. In truth, however, I have already learned at the OU that it is very difficult to write course material well unless one can isolate oneself from all interruption. With the children at school and my wife at work, only the dog remains, who lets me know when it is time for a break and a brief walk.

When my wife returns, we change and leave for Milton Keynes station, taking the ageing Granada rather than the even older Escort since we have left things a little late. Catch an "evening saver" train to London to attend a reception at the Chinese embassy. Particularly impressed by the friendliness of the ambassador and his charming wife, not to mention all the Chinese students present. Although the attendance is seemingly dominated by academics from Imperial College, it is good to meet one or two colleagues from out of town. Return to Milton Keynes to find the car has been stolen from the car park. The police are courteous but rather matter of fact. When I ask them what happens next, they tell me

to go home - somehow I expected blue flashing lights and road blocks!

FRIDAY

Up early, and collected by colleagues to go to Birmingham for a meeting organized by the SERC/DIT Teaching Company directorate. Having recently been awarded two TC schemes, it is satisfying to mix with like-minded people from other universities and polytechnics who recognize the importance of good working relationships between academia and industry - although it is amusing to note how protectively academics treat their industrial "catch" during the day, warning off any approach from another camp.

I am saddened to hear the director inform the industrialists in the audience that academic salaries are so bad that they may wish to consider topping-up those of their Teaching Company academic partners. Of course the receipt of such money might ease the burden of academic engineers and bring them into line with their industrial partners, but the fact that it has to be asked for does nothing for morale.

In the evening, call for my customary Friday night couple of pints at the village pub, where my friends in commerce and industry (who have the benefit of company cars) for once replace their usual banter about the age of my vehicles with sympathy about my loss.

SATURDAY

To Milton Keynes shopping centre with the family. It is a splendid facility: warm, dry and very modern, but like so many things in Milton Keynes it is a bit boring in its newness. All the big stores are there, but what are missing (with one or two exceptions) are those little specialist shops which are found in older towns. However, I enjoy watching the slick meat salesman in the open market as I munch delicious pakoras from the Indian mobile cafe - at least there is some character in Milton Keynes market day!

The afternoon should be spent course writing, but somehow the theft of my car has taken the edge off that aspect of my creativity. Instead, I complete a bit of outstanding consultancy work which cheers me up, since I suspect that whatever the outcome with the car, it will involve some unanticipated expenditure.

SUNDAY

A morning which is always savoured since the family go to church and leave their heathen father and husband to indulge in his favourite hobby - cooking. A few deft strokes with the knife aided by a few slugs of the grape and another masterpiece of the work is completed, although whether the staff at the Chinese embassy would recognize it as such is a good question.

MONDAY

In with the hordes once again. Complete a research proposal to be considered by the board of the firm visited last week, and then catch up with the post of the past few days. With deadlines pressing, am pleased that I can at last get back to a bit of course writing, although this is rudely interrupted in the afternoon by news from the police that my car has been found.

One of the disadvantages of working in Milton Keynes is that a car thief can use the excellent road system to take your car speedily to almost anywhere in the country. I ask a colleague to take me to recover my old friend. It is a sad reunion, since the car has clearly been used for a terrible weekend of crime, and is left in a terrible condition. I get the awful feeling that this is the start of long dealings with General Accident. A friend from the village sympathizes later in the evening: "Pity it isn't a company car."

J. K. Fidler

The author is professor of electronics in the faculty of technology at the Open University.

Consultants to make pay study

by David Jobbins

A specialist consultancy firm is to be employed by vice chancellors and lecturers' union leaders to build up data on the damage they believe is being done by salary erosion.

The move, which emerged after the Association of University Teachers shelved plans for more strikes, is due to be endorsed by the key decision-making body of the Committee of Vice Chancellors and Principals today.

But this is largely a formality: the two negotiating teams agreed the scope of the study as they put their case to Department of Education and Science officials last week. It is unlikely that the CVCP's finance and general purposes committee will retreat now.

The project falls into two parts and is intended to be completed in time to influence the bidding between departments for their share of public spending in 1987/88.

This means that it must be ready by May or June, and both the AUT and the vice chancellors recognize that the tight timescale and their lack of experience in the area makes bringing in an outside consultant essential.

The first part is designed to beef up the information already supplied by the AUT and the CVCP on problems encountered on recruitment, retention and motivation of staff. DES officials are asking for more in addition to the anecdotal and statistical evidence collected in the autumn.

But it is the second phase which will prove controversial, effectively a comparability exercise to discover how academics' pay compares with salaries in industry, commerce, the public sector, and the Civil Service.

Ministers have frequently dismissed the comparability approach, while the last time the AUT was involved in a similar exercise - the Clegg study of 1980 - there were endless problems over comparators.

Both sides are convinced that the only way out is more Government funding. One senior management official said: "Unless some action is taken now we believe there could be serious effects on universities' ability to recruit and retain people of calibre."

"At the end of the day, wanting to produce evidence is a need for more money to pay the area."

Last week's AUT council firmly decided against implementing the ballot mandate for a five-day strike at the moment. Negotiations felt that sufficient public sympathy had been built to ensure the January 15 strike and it might be jeopardized by further action. Few voices were raised in support of a strike - one arguing that step towards "sweeping this mess from the face of things".

Instead the union is to mount a political campaign to get MPs of the case for better pay, with a lobby planned for summer.

An emerging problem is that although many Conservative MPs seem to accept that resources for research are needed, they are not prepared to accept that a boost in salaries.

Prospectus gold turns to dross

Polytechnic directors are not popular with their own information officers at present. The information officers, attempting to do some thing about the poly's image problem which the Committee of Directors of Polytechnics frequently beams, came up with the bright idea of pooling the distribution of their prospectuses to schools.

The resultant £60,000 savings would be put into a centralised polytechnics' public relations effort.

Great ideas, said the CDP, and took the £60,000. It then proceeded to advertise the post of assistant secretary for public relations at a less than munificent salary of around £10,000. What the information officers want to know is, why does CDP want to employ someone on that salary when the university vice chancellors have just advertised a PR post at £25,000 pa, and what has happened to the rest of their £60,000?

No chance of an Oxford-style Thatcher rebuff - or a Buckingham Restoration - in the public sector. The Council for National Awards has just circulated its latest thoughts on honours degrees. Yes, it will allow them, but nominations from polytechnics and colleges for such honours must be approved by the council. And just to avoid embarrassment, the letter says, the council will not consider approving awards for any politician, local or national, while he (or just possibly she) still holds office.

Careers that never took off

Sir Keith Joseph seemed to take a special interest in this week's launch of a computerised careers advice service for students. Not content with performing the contract signing ceremony, he popped up to ask the first question of the organisers and then revealed that he had been on a university appointments board almost 50 years ago.

His most vivid memory was sending Oxford University students on a visit to a Bristol aircraft factory, where the students decided, true to form, that there were no jobs for which they were suited apart from those of chairman and managing director.

CVCP defends guidelines

The chairman of the Committee of Vice Chancellors and Principals, Mr Maurice Shock, has defended the committee's new guidelines on free speech, in the face of criticism from many Conservative MPs following an attack on Mr John Carlisle at Bradford University.

He has written to the Secretary of State for Education, Sir Keith Joseph, stressing the importance of universities' reserve power to ban meetings where a high risk of violence is anticipated.

"Legal advice and commonsense dictated the need to cover circumstances in which a university, having consulted the police, might find itself unable to deal with the prospect of a major disturbance, possibly not provoked by its own students and involving few of them," says the letter.

But Mr Shock added that comment had tended to concentrate on that paragraph in the guidelines, whereas the rest of the document was "forthright and unequivocal" in its commitment to freedom of speech and lawful assembly.

"If any university were to surrender weakly to pressure, it would not be able to find cover or protection by referring to the committee's advice, but would rather find itself condemned," he says.



Cheers: the vice chancellor of Sussex University, Sir Denis Wilkins (left), and the registrar, Dr Geoff Lockwood (centre), celebrate university's 25th anniversary with a swift half of a specially produced 'jubilee ale' with Harveys brewery chairman Mr John Jenner. Harveys, a Sussex brewery, has produced about 100 bottles of the beer, which will be available on campus and in county's pubs.

Music principal keeps his

by Iola Smith

Welsh College of Music and Drama principal, Peter Fletcher is to be allowed to continue in his post after a dispute with members of staff has been settled by the governors. But there will be strings attached.

South Glamorgan education authority has accepted the governors' recommendation that any changes in staff duties, pay or conditions will only be implemented with the governors' consent. Such approval will not be forthcoming unless there has been full and thorough consultation with the members of staff concerned.

The dispute came to a head last November when 26 members of staff wrote to the governors to draw attention to the rapidly deteriorating situation at the college in view of recent changes in policy and serious individual grievances.

A governors' committee of inquiry was established. It met nine times

hearing oral evidence from 30 members of staff and written evidence from a further 61 out of a total of 100.

Although the general tenor of evidence supported the principal of improving the standards of the college, the staff were critical of speed and manner of the change.

Since the principal's appointment in September 1984 changes have been made in the management structure and accommodation of the department. And most controversially, the principal introduced a new system of orchestral studies with adequate consultation with staff according to the governors' terms of reference.

The principal is also criticised for making adverse comments about members of staff to students. Peter Fletcher himself, however, argued that he had not intended the changes too quickly and that improvements would be made by certain lecturers.

ILEA takes risk and defies cuts

The Inner London Education Authority will risk running out of money in 1986/87 by refusing to carry out cuts prescribed for it by the Government. ILEA's education committee this week approved a budget which included almost £31 million in unidentified "savings" and a £70 million drawing on its own special funds.

The budget was decided on advice of ILEA's finance committee, chaired by Sir Steve Bannister, who has advised that ILEA could keep to its planned level of million-spending in 1986/87.

Wets kept out in the cold

The Conservative party's manifesto for the first Inner London Education Authority elections may include some surprises - for the Tory candidates as well as the watching wets.

The manifesto was drawn up by a Central Office committee dominated by the Government's right-wing education policy advisers. Their views on London's education are unlikely to correspond closely with those of the present Conservative members of the ILEA and Greater London Council, many of whom are standing in the May elections and who were among the wets who originally forced a reluctant government into reprieving ILEA from the GLC fate.

Taken Tory ILEA voices were included on the manifesto committee, but requests from other Tory candidates - not to contribute to the policies, but simply to be told what they were before the voting public was told - have been swiftly rejected.

No lengthy short lists for the bed of nails that is the vacant rectorship of Liverpool Polytechnic. Just 27 names have emerged from the 27 applications: Neil Merritt, director of Ealing College of Higher Education, and Peter Toomey, deputy director of North East London Polytechnic. The lucky man will be named on March 11.

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Jobs advice goes on computer

by John O'Leary

Students in some 150 universities, polytechnics and colleges should have access to a new computerised system of careers guidance by 1989. Pilot projects will be launched in six institutions next year.

Sir Keith Joseph, Secretary of State for Education and Science, this week signed contracts for the first phase of a programme costing £630,000. It will be devised and run by a consortium consisting of the computer firm Scicon, the University of London Careers Advisory Service and Queen Mary College, London.

The consortium was chosen last summer from a field of 13 bidders. At one time, it was hoped that pilot projects would begin this autumn, with the system becoming nationally available in 1988.

Work began on the Computer Aided Careers Guidance System six months ago, although final agreement on some of the specifications of the project delayed the drawing up of contracts. The first phase, costing £150,000, covers the design of the package.

The system will run on microcomputers located initially in careers offices and later perhaps available more widely on campuses. It will act as both a guidance and an information service, supplementing the work of careers advisors.

Its most novel feature will be a self-assessment programme, enabling students to test their aptitude for various careers without the need for initial face-to-face interviews. The system will also offer advice on preparing job applications and list job vacancies and available places for postgraduate study.

Mr Winston Muktarisingh, operations director of Scicon, said at this week's signing ceremony: "The advantages are twofold. The system will be ever accessible, not constrained by

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Sir Keith Joseph, Secretary of State for Education and Science, this week signed contracts for the first phase of a programme costing £630,000. It will be devised and run by a consortium consisting of the computer firm Scicon, the University of London Careers Advisory Service and Queen Mary College, London.

The consortium was chosen last summer from a field of 13 bidders. At one time, it was hoped that pilot projects would begin this autumn, with the system becoming nationally available in 1988.

Work began on the Computer Aided Careers Guidance System six months ago, although final agreement on some of the specifications of the project delayed the drawing up of contracts. The first phase, costing £150,000, covers the design of the package.

The system will run on microcomputers located initially in careers offices and later perhaps available more widely on campuses. It will act as both a guidance and an information service, supplementing the work of careers advisors.

Its most novel feature will be a self-assessment programme, enabling students to test their aptitude for various careers without the need for initial face-to-face interviews. The system will also offer advice on preparing job applications and list job vacancies and available places for postgraduate study.

Mr Winston Muktarisingh, operations director of Scicon, said at this week's signing ceremony: "The advantages are twofold. The system will be ever accessible, not constrained by

appointments which might not turn out to be convenient, and there will be a private dialogue with the computer, not impaired by the kind of defensive mechanisms adopted at interviews. There is no need for role-playing because that only leads to self-destruction."

Mr Bernard Kingston, chairman of the Association of Graduate Careers Advisory Services, said the new system would produce a quantum leap in careers advice, which would never be the same again. It would enable advisors to spend more time on personal advice.

Participants in the project hope that the system will be adapted for use in schools and for adults if it is successful in higher education. The Manpower Services Commission has shown a close interest in its development.

Sir Keith expressed some misgivings about the feasibility of keeping up to date with developments in the full range of careers.

Support for Scottish role

The opportunities which Scottish Office control would give the Scottish universities are too important to be discarded because of a fear of change, or doubt about the ability to maintain standards, says Stirling University principal Sir Kenneth Alexander.

Sir Kenneth, writing in *The Scotsman* on the Scottish Tertiary Education Advisory Council's proposal that Scotland's eight universities should be run through the Scottish Office rather than from London, says this would place them more effectively within the distinctive Scottish educational system which favours breadth rather than specialisation.

The continuation of the four-year honours course is neither challenged nor guaranteed at present, he says. But any attempt to undermine it would raise a political storm and no one could doubt that the Scottish Office would protect it.

Millions of papers have been written on Apple. (One was even written about it.)

"A Revolution in Academic Publishing?" is not, we're pleased to say, manufacturer-speak. It's the title of a paper by Roger Emery of Reading University. And as he hits a treatise on the uses of Apple computers in education, it was entirely composed on and printed out by one.

Those uses are as varied as the subjects being studied in British schools and universities today where once computers were confined to the Computer Studies course.

A learning tool

At Newcastle Polytechnic, Apple computers have been introduced into the BA (Honours) Accountancy course. By learning the techniques of computer-based financial modelling with software used in business today, students are combining academic study with a preparation for work.

Says Senior Lecturer Adrian Woolley, "I am very impressed with the Macintosh ease of use and the quality of the software available. I see it as a very advanced productivity tool."

The Humanities or the Sciences

The same polytechnic is applying computers to the study of Materials Engineering, Acoustics Research and Power Engineering. For instance, students have been writing programmes for the design and testing of components.

Other examples of disciplines where our products are proving valuable include those of Earth Sciences and Psychology at the Open University. Cambridge has several Apple IIs in its Surgery and Ancient Greek departments. Reading University uses them to study French and Typography. And staff at Glasgow University find the Macintosh's graphics capabilities particularly relevant for Typographic Studies.

Easy to learn

Much has been said about the simplicity of learning to use an Apple computer and its software. According to Adrian Woolley, "If you give students the tutorial manual and demo disk, it is largely self-teaching."

Bill Allen, also of Newcastle Polytechnic, goes further: "The adaptability and the wealth of software available for the Apple are the obvious (advantages). The systems are very flexible...and very reliable. You can do on an Apple the kind of thing that people do on £20,000 development systems."

It is therefore not surprising to learn that there are over 2 million Apple computers at



Acoustics Research, Newcastle Polytechnic

Apple's obvious strength in the area of word-processing is not being ignored. Donald Halliday of Newcastle Polytechnic, provides a classic example. On top of all his teaching work, Mr. Halliday is also Warden of a Hall of Residence. He explains: "I keep all my records for the Hall on (an Apple II)... I can do 90% of my day-to-day work on it, and find the word processing module very easy to use."

Many other professors are finding computers useful for preparing their course materials so as to replace expensive, quickly out-dated textbooks. The portability of Apple computers has been seized on by a Professor of the Imperial College.

He takes his Macintosh home in order to compose term papers in the strictest secrecy.

And where budgets for administrative staff are restricted, an Apple can often be found, enabling a single secretary to discharge her duties efficiently towards many lecturers.

The power to succeed

Apple

The power to succeed

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Video niceties of tomorrow in Parliament



Lord Ezra, guest speaker at Oxford.

What have Norman St John Stevas, John Selwyn Gummer and Leon Brittan in common, runs a current joke in Oxford Union Society circles. Thatcher rejects? Cabinet failures? All that and more – they were all presidents of the Cambridge Union.

The traditional rivalry between the two institutions is rightly identified as one of the cornerstones of the English establishment. Here, sensible young men and women learn to guffaw, hoot and hiss at the merest mention of the "other place", to score cheap points in shallow debate; in short, they learn to become highly successful practitioners of the bizarre ritual known as parliamentary democracy.

The two societies, it was claimed, took a massive leap into the technological age this week as students debated with each other via a live microwave video link. True enough, the technology worked impressively smoothly, but one left the debate wondering if changing with the times is really as easy as all that.

The debate itself, with a fine sense of irony, concerned the merits of a career spent in industry, a worth-

while and relevant subject for any university discussion, but strangely out of place in the hands of so many not-so-fresh-faced undergraduates whose aspirations are so obviously fixed on the Palace of Westminster.

While one guest speaker after another talked of serious subjects most students saved their most vehement reactions for mentions of the Boat Race, and their most scornful sniggers for references to Marx and Irish jokes.

The guests frequently looked embarrassed by the standard of debate, although they were not averse to exploiting easy laughs. The most thoughtful contribution came from Mr John Alderson, former chief constable of Devon and Cornwall, who talked of the ogres of industry – Hitler, Stalin, Mao Tse-tung – whose "endeavours to regiment people into industry caused as much human suffering".

The case for industry was put vigorously by Mr John Garnett, director of the Industrial Society, who reminisced about a conversation with two hitch-hiking undergraduates who were reading "sociology at Hull".

– a big laugh at that one, by Karen Gold.

A student in Oxford City of London Polytechnic has finally typical couple to use as a punchline for the table ranking polytechnic costs.

Let's call them Wayne and the lower orders.

What could be more typical than creating jobs in the north-east of England, the director of Education for James Society, in Oxford. "Society," he said, "is a student who is a spontaneous and telling contribution to the subject."

Finally, Oxford's house of lords, the House of Lords, arrived, came on stage to support his argument that "the now, now, now, NOW!" of the loudspeaker should be the loudest laughter of the night.

The vote eventually went to the motion "There is no industry noble than that spent in industry".

264 votes to 167. No doubt the vote for themselves to be in Parliament, and Wayne said "I will still wonder what all the heads about."

in new calculations drawn up by the polytechnic finance officers' group.

The PFOG figures for 1984/85 for the first time calculate the cost per student of studying different subjects, with a wide variation between them. The cheapest subjects on the PFOG scale are languages, business, social and administrative studies, and mathematics.

In the latter case the figures diverge significantly from the calculations of HM Inspectorate used by the National Advisory Body in distributing national funds. Those figures make mathematics students almost the most expensive by including computing in the subject.

On the PFOG scale the most expensive subjects are biological and physical sciences, visual arts, engineering and music – all half as much again per student as the cheapest – with other arts, other technologies (including computing) and education in the middle.

Included in each polytechnic's cost per student as a weighting factor, the subject costs significantly change the ranking of institutions. They show for the first time not only how expensive an institution is, but how expensive it is for what it is. City of London goes top, followed by Teesside; then NELP, Thames and Hatfield.

New figures shock to poly cost ratings

Polytechnic	cost per student weighted by subject
City of London	£2,824
Teesside	£2,785
NELP	£2,757
Thames	£2,740
Hatfield	£2,635
Leeds	£2,620
Sheffield	£2,515
Nottingham	£2,503
Cardiff	£2,494
Leicester	£2,493
Southampton	£2,472
Central London	£2,470
Exeter	£2,460
Northampton	£2,450
Northumbria	£2,449
North Wales	£2,431
Northumbria	£2,386
Northumbria	£2,376
Northumbria	£2,368
Northumbria	£2,354
Northumbria	£2,331
Northumbria	£2,329
Northumbria	£2,326
Northumbria	£2,307
Northumbria	£2,300
Northumbria	£2,272
Northumbria	£2,261
Northumbria	£2,042

Call for lifelong education

by Peter Aspdon

The Government needs to double its present spending on education if Britain is to cope with the technological changes of the next 15 years, Professor Tom Stonier, professor of science and society at Bradford University, told a conference in London.

The number of school leavers going into higher education in Britain – about 20 per cent – was a national disgrace, he told the Institute of Directors.

"Ignorance breeds failure – how is Britain ever to compete in an information economy if most decisions are going to be made by ignoramuses?" Professor Stonier asked.

"Most of the major decisions in this country are made by technological illiterates. At the same time, we turn out technical and scientific specialists with no understanding of the economic, humanistic realities of the world in which they live."

"At a time when we desperately need to pool our intelligences, talents and efforts, we are saddled with a fragmented system with academics here, Government officials there, and industry in the third corner."

Professor Stonier, speaking at the institute's annual convention at the Royal Albert Hall, said the country's educational system needed to become a cradle-to-grave process, catering for mid and senior career retraining and expansion.

Such a system should foster information handling techniques, entrepreneurship and general self-reliance. "It's not what you know, but how fast you can find out, that will count."

"The doubling of education spending would create at least one million new jobs, and keep another 500,000 young people off the labour market while they entered higher education."

British Library chief sounds cuts warning

by Patricia Santinelli

The British Library will not be able to keep up its level of services if Government funding continues to decline, Mr Kenneth Cooper, the chief executive, warned this week.

The 2 per cent increase in grant from £48 million to £49 million would eventually be insufficient to maintain services to universities, industry, business and other information providers, he said on the publication of the library's 12th annual report.

The library had calculated that to keep up the currency, scope and value of its national collections and services and put its plans in operation, a 5 per cent increase in the grant-in-aid would be necessary.

It has already made outstanding efforts towards self-help by increasing its earnings by more than £1 million to a record £12.4m, obtained private sector support and attracted grants and donations from bodies such as the Wolfson foundation, the report says.

Apart from making increases in prices charged by its lending division, the library gave careful consideration to charging admission to the reading rooms. But it concluded that the disadvantages far outweighed any very hypothetical advantages. However, it has not ruled out charging readers for some exceptional services which make extra demand on staff.

The report adds that the early results of a comprehensive conservation survey shows that 5 per cent of the collections published since 1850 are on seriously embrittled paper. This illustrates the need to find alternative solutions to manual methods of repair.

Among achievements recorded in the report are meeting a 3.5 per cent increase in demand for document supply services; 2,871,000 requests were received, three out of 10 by automated means. The library has also extended its Urgent Action Service, previously only available within the UK, to all parts of the world.

Left hangs on to union posts

A leftwinger has recaptured the top elected post in the college lecturers' union in a surprise result but attempts to unseat the union treasurer have failed.

Broad Left candidate Mr Ken Thomas beat his nearest rival for the post of vice president of the National Association of Teachers in Further and Higher Education, Mr Sid Cohen, by a comfortable margin on a small poll after the rightwing candidate Mr Albert Clyde was eliminated.

Mr Thomas, a lecturer at Watford

College, belongs to no political party but was an outspoken critic of the union's line on the 1985 salary dispute. He will become the union's president in 1987.

But an attempt by candidates on the left and right to unseat the union's treasurer, Mr Chris Mintz, failed when he was elected on the first ballot.

The turnout was low even by comparison with the union's recent record on participation, with barely 12 per cent of its 75,000 membership taking part.

Comparability fires 'substantial' pay claim

by David Jobbins

University technicians say their salaries are continuing to fall behind pay for similar jobs in industry and elsewhere – and are demanding a new comparability inquiry.

They and manual workers this month became the first two groups to lodge massive pay claims in the 1986 round – while clerical staff and computer operators were the last to settle in the 1985 round.

Technicians' leaders argue that their pay has slipped at least 28 per cent behind comparable earnings since the last independent survey which led to the Clegg awards of 1979 and 1980. They are seeking a "substantial" increase from April.

A submission by the Association of Scientific, Technical and Managerial

Staffs, which negotiates on behalf of 15,000 university technicians, says that while technicians' pay rose by 45 per cent between October 1979 and April 1985, the retail price index went up by 58.7 per cent and non-manual earnings by 85.7 per cent.

The union is also claiming a reduction in the working week and longer holidays.

Manual workers last week lodged a claim for a merger of the two lowest pay scales giving a relative boost to the earnings of large numbers of lower paid staff, many female and part-time. They are first in line with formal negotiations – with a date set for the first round early next month.

Employers' leaders, who have promised the technicians urgent consideration of their demand for a com-

parability study, are warning negotiators that the influence of pay settlements will be reduced by declining ability to pay.

Branches of the National and Government Officers' Association have voted three to one to support offer voted 5.4 per cent on the pay after negotiations which was described by union leaders as "rich and tempered".

The complex award is for £0.50 the lowest grade, although below £3.30 three points effectively means a £5.30 a week except for £0.50 the top two points which get £8.00 staff receive £6 or £5.2 per week whichever is the greater; Grades 5 receive 5.2 per cent.

Principal adds fuel to protest

Illogicality and inconsistency are the hallmarks of Britain's present attitude to student financial support, a Scottish central institution principal has claimed.

Mr Donald Leach, principal of Queen Margaret College in Edinburgh, has issued a statement maintaining that although the Government said it had withdrawn proposals on replacing grants by loans, this policy is now being introduced by the steady erosion of both grants and social security support.

"Anything which disrupts life for students makes difficulties for the college as a whole. A student worried about money is unlikely to study well and examination failure may result in a large amount of educational expenditure being wasted," he says.

£1½m boost for health training

A huge new programme of updating courses has been negotiated between Britain's largest employer, the National Health Service, and the Department of Education and Science.

Worth £500,000, the new scheme is the most ambitious yet arranged by the DES-sponsored PICKUP programme of industrial, commercial and professional updating.

The two-year package will offer new educational opportunities to more than half a million health service workers in nine key areas, including nursing, midwifery, speech therapy, and clinical psychology.

Colleges, polytechnics and universities will all be involved in the organization of a vast updating programme. Liaison with health service managers, professional bodies and training agencies will be conducted through a new training forum.

Initially the aim will be to update the national framework of courses, can be revised according to needs. The new training scheme offer course units which may be leading to a professional qualification. Eventually it is hoped units will be formulated to lead to the degrees and postgraduate qualifications – providing agreement with the appropriate validating bodies.

During the next few months of specialists from the NHS will be an analysis of training needs of various health service professions.

Launching the new programme this week, Mr Chris Patten, Education Minister, hailed the scheme as a landmark agreement. Never before had DES had an opportunity to introduce such a comprehensive scheme in health education.

will rest on the direction set by Keith Joseph's successor.

There hangs the potential of a new side of Westland. We are once more in a debate about vouchers in schools and university students. In this case, the masochism of a second round have gone round the debate about that these subjects cannot be raised again before an election. They are part of the counter-attack of the right. The battle of succession has begun – the decision to Sir Keith Joseph. A battle of rightwing issues have been decided because the rightwing is on the defensive as the result of the weakening of the prime minister's authority. Their hope is enough pressure will produce a change in the form of a suitable Education Secretary. Watch this space.

Keith Hampson
The author is Conservative MP for Leeds North West.

Professor quits as economic adviser

by Olga Wojtas
Scottish Correspondent

An Aberdeen University professor has resigned as economic adviser to the Department of Health and Social Services in Northern Ireland in protest against inefficient use of healthcare funds.

Professor Gavin Mooney, head of Aberdeen's health economics research unit, has been advocating economic appraisal, through which the costs and benefits of a number of courses of action are weighed up before a final option is chosen.

Professor Mooney said he became concerned last year that although his

advice had been approved, it appeared not to be acted on. His resignation was precipitated by the publication last month of the regional planning manual.

"The department was advising health boards to use economic appraisal, but not telling them how this might best be done. And while asking the boards to do this, they weren't doing it themselves."

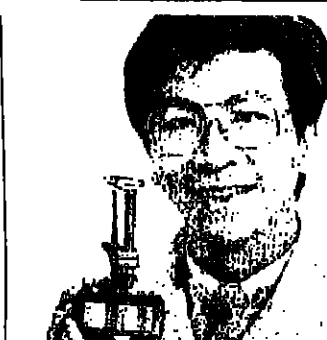
Professor Mooney says in his letter of resignation, sent to the department's under-secretary in Northern Ireland, Mr Ronald Sterling, that the aim of his position "was to pursue economic efficiency, to ensure that the resources available were used to maxi-

mize the health and social welfare of the people of Northern Ireland."

He said: "Some of the right noises are there, but unfortunately it is my judgement that the will is lacking."

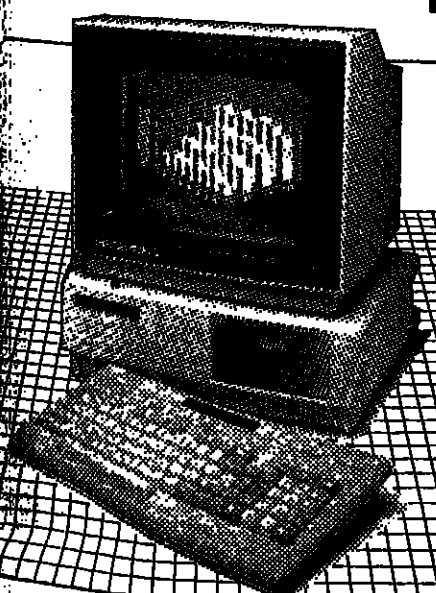
"The point is essentially whether in planning resource use you are prepared to accept the contribution that economic analysis can make by way of promoting more rational resource use."

A DHSS spokesman in Belfast said Professor Mooney's resignation was regretted. "He was an economic adviser in tandem with other economic advisers, and appeared to disagree with various things we were doing."



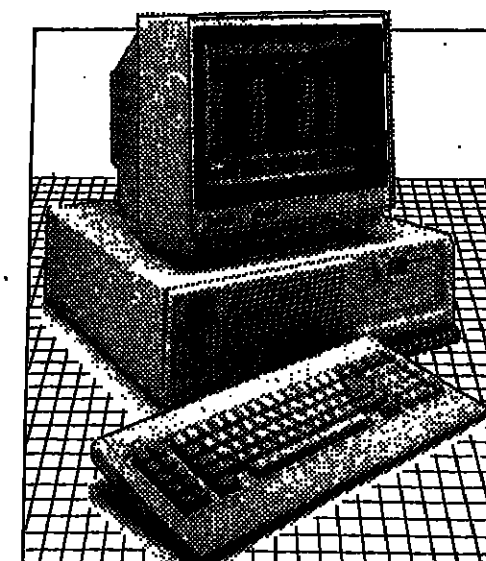
Wing Wo Wong, Henry to his friends, an engineering student at the University of Surrey, proudly bears his Rolls Royce statuette for being the most outstanding student.

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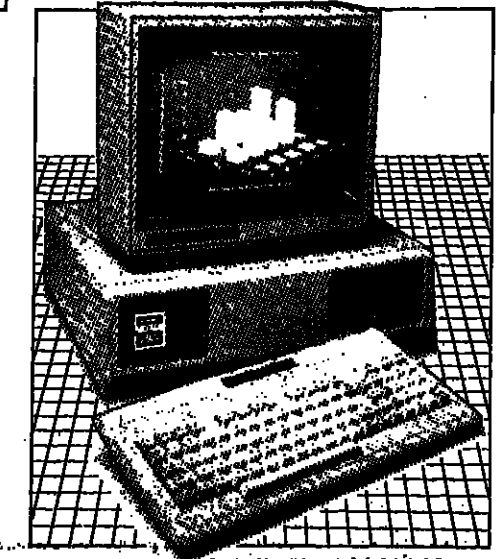
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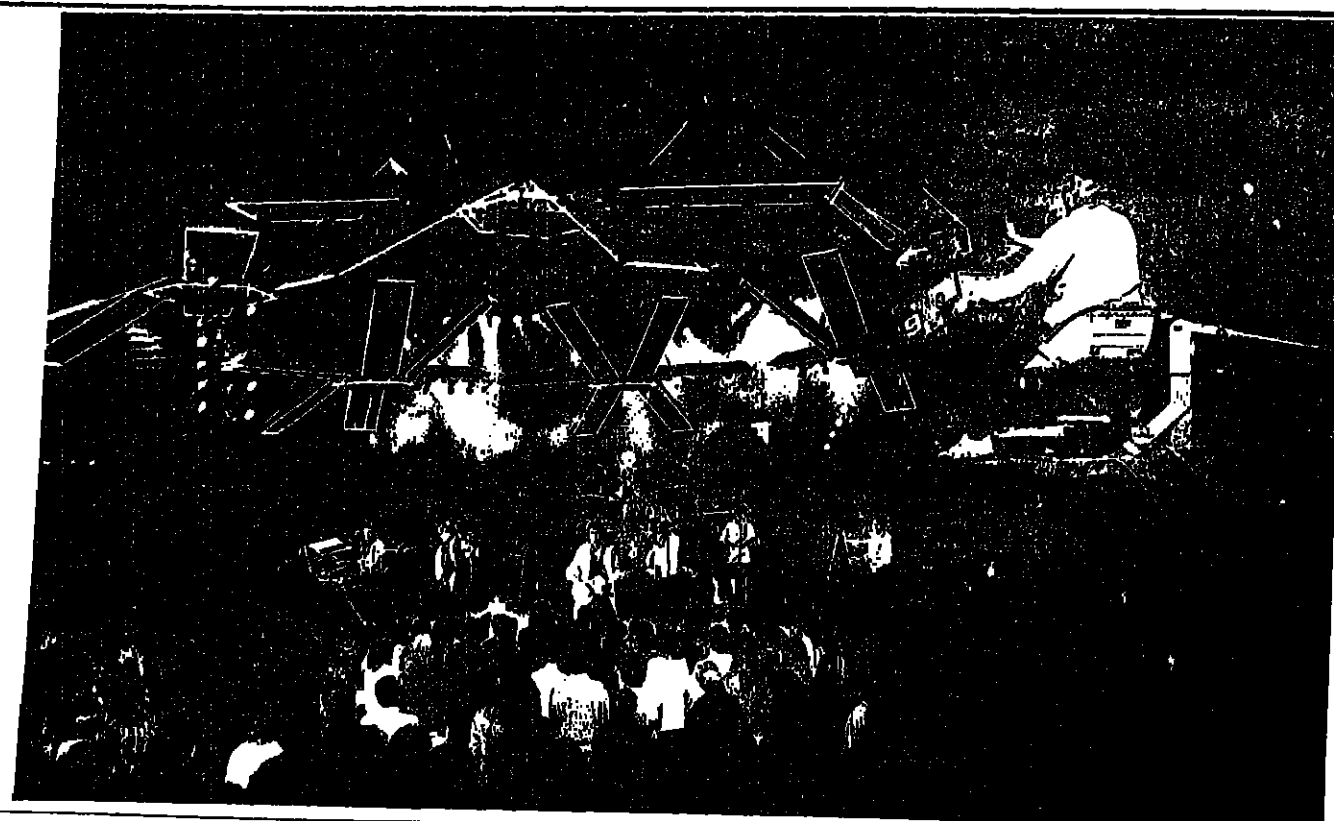
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London's Hippodrome nightclub was at the start of a leap into the future of rock music when a concert beamed live by satellite to 300 colleges across the United States.

Stars of the show were top UK performers John Parr and Midge Ure, playing to an estimated 300,000 audience at colleges from the University of Southern California in the west to Vassar in the east.

Sponsored by Pepsi Cola, admission was free to students.



Business 'must not go private'

by Patricia Santinelli

University business schools must continue to be funded by Government and not be privatized, says the Business Graduates Association - which covers schools not only in this country but in Europe, the United States and Canada - following a survey of its membership.

The BGA decided to undertake a survey following reports that Whose Business by Brian Griffiths and Hugh Murray which advocated the privatization of university business schools to make them more responsive to their markets.

Its survey which is published in this month's issue of the journal *Transition* got replies from 93 graduates from 22 different business schools and shows that 90 per cent of respondents supported public funding.

They also believed that the Government should continue to be the major funders, with industry second and students third. This is quite a fundamental shift away from the data published in *Whose Business*, where the proportion for Government funding was much higher and that from industry much lower.

When asked what would happen to business education in the UK if all public funding was withdrawn over a five-year period, the majority of respondents said that the total number of schools would decrease; some 45 per cent thought the same number would exist and 4 per cent said that there would be fewer.

The majority also believed that the quality and range of courses would decrease, only 25 per cent thought this would increase and only 19 per cent believed it would remain the same.

In the same way an overwhelming majority were certain that if funding was withdrawn, the cost of obtaining a Master of Business Administration, only 9 per cent thought the cost would remain the same, while 7 per cent believed it would decrease.

However the survey shows clearly that there was widespread support for closer links between business schools and business and industry.

Polytechnics suffer from snobbery

British industry should stop giving itself pay increases above the rate of inflation and invest in retraining and higher education, under secretary of state for higher education Mr George Walden said this week.

"There you are getting closer to industry, and all you need is a response from industry and everything would be splendid," Mr Walden told a conference of polytechnic information officers. "In my humble view the response from industry has not been adequate."

The responsiveness of polytechnics to the Government's policies and the nation's need for more industry-linked courses and training was appreciated,

Right-wing Tories head for new clash

By David Jobbins and Olga Wojtas

Right-wingers among the leadership of the Federation of Conservative Students are heading for a further damaging public row with the parent party. They are rallying behind Mr Douglas Smith, who has been stripped of his office of FCS vice chairman following a top-level inquiry into his eligibility to stand for election at last year's troubled FCS conference.

Although the senior officers of the National Union of Conservative and Unionist Associations say in the strongest terms that Mr Smith should not be reinstated, this is the precise step under active consideration by FCS leaders.

Mr Smith is closely associated with an initiative by the FCS to compile information on extreme left activists on university and college campuses disclosed in this week's issue of *National Student*.

He claimed to be a student at Napier College, Edinburgh, when he sought election last April but later said he was a subeditorial officer of a voluntary student organization at the college.

Mr Paul Carroll, president of Napier College's student association, first informed the Conservative Party last May that Mr Smith had never been seen at the college.

Napier confirmed in October that he was not and never had been a student there. The college also told Tory headquarters that they were unaware of any alternative students' organization.

A leading member of the Scottish FCS also expressed scepticism that Mr Smith had a Napier connection. "He spends most of his time in London, which must make things a bit complicated. And he wasn't at our annual conference two weeks ago."

An investigation by Sir Donald Walters, a former chairman of the national union, found that Mr Smith had not been eligible and deemed his election to be null and void.

"The officers recommend most strongly that in the light of those findings the national committee of the FCS should not seek to reinstate Mr

Smith and that he must not seek further election for office within the FCS," Conservative Central Office said.

But Mr Mark MacGregor, this year's chairman of FCS, this week confirmed that the national committee was actively considering Mr Smith's co-optation until new elections in April.

The inquiry follows a complaint from the defeated candidate, Mr Christopher Whiteside. If Mr Smith was to be re-elected to the office of Central Office, the hold of the right on the new committee could be threatened by the defection of many of their traditional supporters.

Mr MacGregor defended the circulation of a questionnaire on left-wing activity at campus during last month's half-yearly council. Data on membership of left-wing groups and individual political records would prove useful when students enter the wider political arena, the FCS claims.

Mr Phil Woolas, president of the National Union of Students, has called on Conservative Party chairman Mr Norman Tebbit to explain why the information is being collected. But Mr Smith's name appears as the collector of the form, which seeks information on the left groups present, their strength and funding through the student union, and ends: "In taking the time to complete this form you have contributed to the destruction of socialism."



Douglas Smith: stripped of office

Engineers in international study link

by Peter Aspdin

Engineering lecturers in Britain, France and Germany are to study the way in which the subject is taught at undergraduate level by setting up a two-year exchange scheme for staff and students between the three countries.

The study will aim to obtain the views of students and teachers to compare the form, style and content of engineering education in the three countries.

The six institutions chosen for the exercise are Exeter University and Brunel University in Britain, the Ecole Centrale des Arts et Manufactures, Paris, and the Université de Technologie de Compiègne in France, and the Fortingham Institute, Stuttgart University and the Fachhochschule, Esslingen, in Germany.

Professor Ray Wild, of Brunel University, said the comparative study had been devised to provide a "grass-roots" view of teaching in the six institutions. "The three countries have radically different ways of developing engineers, and we want to study those differences," he said.

Each institution will pick a member of staff at lecturer level and two students per year who will go the three-way exchange scheme. They will all be asked to keep detailed records and diaries of their experiences. The evidence collected will be eventually compared at an international seminar on the subject.

Professor Wild said the study was a new approach to comparing university education across national borders. "It is not a value-laden approach, we are not starting off by trying to prove anything," he added.

Fewer for St Andrews

St Andrews University court has warned that it will have to axe its student intake if cuts in funding persist.

A statement from the court says the university's financial position "is even more grim than had previously been feared." In 1984/85, St Andrews had a deficit of £227,000, and now anticipates a deficit of £300,000.

The continuation of cumulatively large cuts in the university's grant will mean it is no longer possible to continue a policy of maintaining the same number of home student places, despite buoyant demand from very well-qualified applicants.

The university's financial situation has been helped by the rapid expansion in the number of overseas students paying full cost fees. This income has increased from £814,000 in 1983/84 to £1.5 million in 1985/86. "But this cannot go on indefinitely," the court statement says.



Survival of the system

Just a week after the publication of the White Paper on higher education, the Secretary of State for Education and Science has announced a new National Advisory Body for Engineering and Technology. The body is to be chaired by Lord Sainsbury, a former member of the House of Lords.

The body is to be made up of representatives from industry, education and research. Its main task will be to advise the Government on the future of engineering and technology education in this country.

Of course the money is welcome. But this event is also a sign of the Government's determination to make the NAB which is making plans for the public sector and more difficult to achieve. The letter was actually tabled on the 4th of the last scheduled meeting prior to the announcement of the proposed student number cuts.

Planning was of the Americans each year from lung cancer. The NAB will be set up in April. Planning was of the Americans each year from lung cancer. The NAB will be set up in April. Planning was of the Americans each year from lung cancer.

Without that £23 million, the public sector cannot expect to educate the market of students now in the system even at the current level of expenditure. The NAB will be set up in April. Planning was of the Americans each year from lung cancer.

According to Dr Brambley, the radon hazard is accentuated by the modern passion for energy conservation. By sealing up draughty doors and windows, double-glazing, caulking and the rest, we have sealed ourselves in with a witches' brew of toxic pollutants.

But you cannot see, smell, taste or touch the stuff. How do you know whether the radon is there at all? Free enterprise has been quick to respond to the problem, and a California company has already come up with a do-it-yourself radon detector. For \$50, by mail order, the really keen hypochondriac can buy a plastic cup containing radiation-sensitive film. After hanging the cup in his house for three months, he sends it back to the company for processing.

But if it comes out positive, what is he to do? The one known way of dispersing radon, is to expose it to the open air. So perhaps if he took the large numbers of students turned away? Above all it is the system to continually be slighted and to demand "realistic" rather than what is necessary to rectify the financial situation of the public sector.

Clearly, however, we afford the luxury of believing that things will turn out for the best. The events continue on the present table, students will be sent to colleges in September and October which will not know with any certainty until several months later many student places they are allocated.

The Government has allocated sufficient problems by its inaction on planning initial teaching on a different timetable of higher education. The teacher training numbers will be finalized by July, and resource issues are settled. Decisions for other courses will be finally determined until the autumn.

It is surely not too late to call for a Secretary of State and the NAB committee to get together and create a new body within which sensible decisions can be made. Sir John once more possible. Sir John once more possible. Sir John once more possible.

She said the decision was justified to contain public expenditure and achieve a better allocation of resources. She also drew attention to the falling birthrate and the effects this would have in a few years on the school going population.

There are four other training colleges for primary school teachers in the Republic - three in Dublin and one in Limerick - and Mrs Hussey maintained that the output from all the colleges exceeded the demand.

Mrs Hussey has since been demoted in a Cabinet reshuffle. By Mr Patrick Conroy who comes from the Conservative wing of Fine Gael. Last week the Caryfort college board presented Mr Conroy with a detailed submission containing arguments for keeping the college open.

Fate sealed with a new cancer scare

from William Norris

If hypochondriacs are looking for a patron saint, they could do worse than turn to Michael Brambley, assistant professor in the department of engineering and policy at Washington University in St Louis, Missouri. For Dr Brambley has come up with a new cancer scare.

Americans love to worry about such things. But even in a country where hardly a day passes without some seemingly-innocent substance being declared harmful to one's health, radon stands out. Though harmless in itself, it decays into four highly unstable elements, known as "radon daughters". These are a series of radioactive molecules of solid material which attach themselves to airborne particles and dust.

The smallest of these are breathed in, decaying inside the respiratory system and releasing radiation to be absorbed by the lining of the lung. The result, according to the environmental protection agency, is the death of between 10,000 and 20,000 Americans each year from lung cancer.

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Australia's selection system 'inadequate'

from Geoff Maslen
MELBOURNE

Australia's system of selecting students for higher education is inadequate to meet the country's educational and social problems, according to a report prepared for the Commonwealth Department of Education.

The report calls for changes to present selection methods and a widening of the alternatives by which Australians gain access to tertiary institutions.

Higher education institutions should acknowledge, much more freely than

they have done, that the present system is much less fair, neutral and reliable than it appears to be, the report says.

It describes the competitive Higher School Certificate examination system for students in their last year of secondary school, by which most students are selected into tertiary courses, as an inappropriate administrative device whose base has been eroded by the expansion of alternative routes.

The HSC is also only moderately successful in predicting a student's likely success in tertiary studies, the report states.

Large numbers of Australians now seek entry to higher education and this is placing increasing strains on institutions as they try to choose ways of selecting entrants that are fair to all.

The federal government has also brought considerable pressure to bear to encourage institutions to broaden the social structure of their student bodies and to increase the proportion of disadvantaged groups.

At Melbourne University, the report notes, fewer than half of those applying to enrol are school leavers with HSC.

The report is unusual in that it was

prepared by a group within the federal education department with the intention of provoking debate about the selection issue.

The writers warn that the process of change in selection methods is reaching a particularly critical point. "Until now a remarkably divergent range of interests and views has been accommodated, but it would be foolish to deny that major setbacks such as the establishment of separate university entrance examinations, or the formation of groups of schools to run their own exam systems have become real possibilities."

Renewed attack on Polish autonomy

Poland's revised Higher Education Act continues to bite into academic freedom. Following the replacement of more than 70 elected university officials last November, the minister of science and higher education, Dr Benon Miskiewicz, has turned his attention to the Main Council for Higher Education - the elected body established in the Solidarity period to represent the academic community in all negotiations with the government.

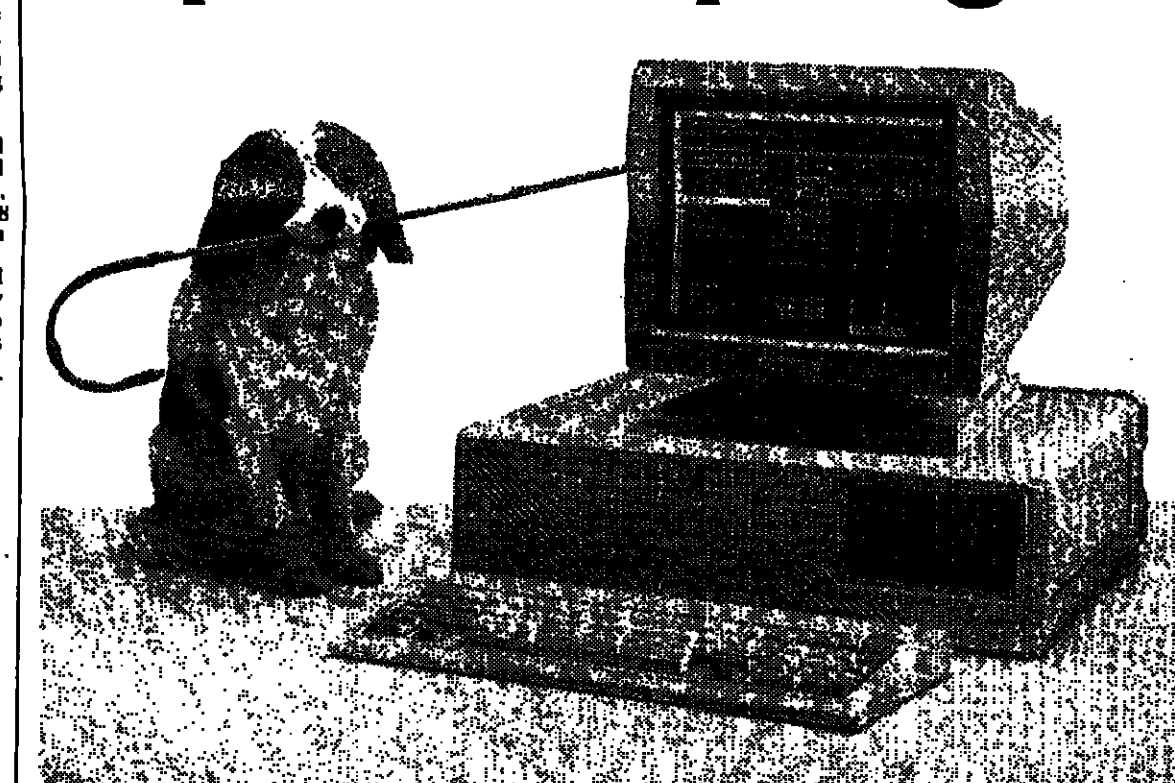
Throughout the academic year 1984/85, the Main Council put up a vigorous fight against the proposed changes to the act. The only result was that draft proposals were made even stronger, so that the Main Council itself would be reduced to a powerless body of government nominees.

In fact, from the beginning, the universities had preliminarily elected what may be termed "party moderates" to the Main Council, avoiding

outspoken Solidarity activists whose very presence on such a body would be apt to rile the minister before negotiations even started.

But now both the university and the polytechnic have had their newly elected delegates to the Main Council vetoed. Professor Jan Kolasa and Professor Jozef Rohleder, it appears, are not acceptable to the minister, and the university and polytechnic have been ordered to hold new elections.

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overseas news

from William Norris

WASHINGTON
When assistant professor Jan Kemp blew the whistle on the University of Georgia for giving preferential treatment to athletes, she was promptly fired. That was in 1982. Today Jan Kemp is a millionaire, with Hollywood producers competing to film her life story. And there are worried faces at sports-minded universities across America.

The problem is not a new one. With vast amounts of money at stake for universities who can produce successful football or basketball teams, the temptation to ignore normal academic admission standards for outstanding athletes has been great. And it has seldom been resisted very strongly. The National Collegiate Athletic Association recently tried to lay down rules, but left loopholes so wide that the average college quarterback could walk

Damages for teacher who cried foul

through easily, padding and all. But rules are one thing - the threat of financial disaster is quite another. By winning a jury award of \$2.5 million against the University of Georgia, including \$2.3 million in punitive damages, Ms Kemp has probably done more to reform the system than all the well-intentioned resolutions ever passed.

The saga began in 1981 when Ms Kemp, who was a remedial English instructor at the university, led a faculty protest against the transfer of nine football players, who had repeatedly failed part of the remedial programme, to a standard course of study. She was demoted, but continued to protest, alleging among other things that she had been ordered to make another instructor

change the full grades of five athletes. In August 1982 she was fired, allegedly for being insubordinate and disruptive. "I was disruptive," she said during the trial. "I thought it was high time for disruption, with all the corruption going on in the developmental studies programme."

Under Georgia law, the university could not be sued. So Ms Kemp filed a lawsuit against Virginia Trotter, the university vice president, and Leroy Ervin, director of the remedial programme, complaining that her right of free speech had been violated. The university fought back. One football player, who could hardly write his name, was offered readmission to the university if he would write a letter damning her academic skills. He accepted, but had to dictate it.

For Jan Kemp, it was the beginning of a tortured time. Ostracized by former colleagues and getting deeper in debt as the legal fees mounted, she sank into depression and twice attempted suicide. But she refused offers to settle the case. "I don't want hush money," she said. "I won't settle at any price."

Last week, after a six-week trial, she found herself fully vindicated. \$250,000 of the damage award will be paid by the university, the rest will be borne by the state of Georgia, which was unlucky enough to be insured against such contingencies by a company which went bankrupt just before the trial. Now Jan Kemp's main problem is to cope with the media, and think of an actress who might be able to play her in the screen version.

Since she stands a fair chance of winning the case, she may not be easy to play. Across the country, athletic directors who they practice their trade, Ms Kemp found in Georgia the less forgiving of the two. B. Williamson, head of the University of Georgia, where over the past 10 years 4 per cent of black football players earned degrees, is proud to meet academic standards. Fred C. Davison, who is academically unimpaired, would amount to a warning: "The polytechnic could not remain a prisoner of its past. So is PNL, after years of turmoil and crisis, on the road to freedom."

Much of the polytechnic's academic past, as Newham College, Cambridge principal Miss Sheila Browne and her colleagues remarked last year, was well worth keeping. Every area of the PNL had academic strengths of which any polytechnic would be proud.

The Browne report on the Polytechnic of North London contained a warning: "The polytechnic could not remain a prisoner of its past. So is PNL, after years of turmoil and crisis, on the road to freedom."

Behind PNL's new facade

More than cosmetic changes are taking place at the polytechnic by the Harrington affair. Karen Gold reports

The business and management courses attract more than 3,000 applicants. The humanities department - whose span of the traditional and modern is personified in a unique H. Wells archive, also attracts 3,000 applicants with a very respectable six or seven points at A level.

The Science and Engineering Research Council regularly prizes the chemistry department, a prolific producer of academic papers. Its Medical Architecture Research Unit, nationally and internationally known, is self-supporting to the tune of more than £200,000 earned in research and consultancy each year.

The school of polymer technology trains 40 per cent of the polymer students in the public sector. Its engineers' expertise in microwave technology means not only contracts from the British Ministry of Defence and United States defence interests, but also the rare sight of a large satellite on the polytechnic roof.

Its teacher education, a centre for ethnic minority trainee teachers, has sustained its rate of applications as those elsewhere around the country plummet. The social studies faculty contains three research units in ageing, in trades union studies and in survey research. Training is provided for district nurses, health visitors, lawyers, librarians and social workers so there is an obvious centre for teaching and research in the service professions.

This links with another part of PNL's past of which it can be proud. Where some polytechnics have aped the local community, PNL has had a genuine commitment to opening its doors.

Its evening degree scheme now contains some 700 undergraduates. There are special "extramural" style courses for the retired. Access courses led to local colleges feed into degrees.

The primary target was the University Reform Law, put through in 1983 by M. Alain Savary, minister of education in the socialist government. Many called for its repeal as an emergency.

The meeting charged that had created a "unionocracy" of universities by increasing the role of elected representatives and bodies. They also complained of "levelling of the ranks" and "consolidation of a complex system of teaching positions into a single equivalent to lecturer and professor in British universities."

Similar criticisms were made by opponents when the law was introduced. It is still undergoing implementation with around half the universities yet having changed regulations to conform with the legislation.

In place of existing universities, setting up of "small colleges" with a large degree of autonomy. In other words, they return to something under the system of faculties under the control of senior staff which began in 1968.

Jubilant students after Harrington depart from the premises. This affair deeply demoralized staff and students.

students, and less than rigorous examination procedures. Then came the Harrington affair. A battle through the courts and the North London streets over the rights of National Front philosophy student Patrick Harrington to free access to the polytechnic and his education. The mud has stuck. A local resident recently informed a new neighbour: "That's the poly. They're all Marxists in there you know."

There is no defence against such generalized smears, save that the Browne report found evidence of only one member of staff participating in protests against Harrington, and that the kinds of students who form the majority in the social studies faculty are professionals or would-be professionals - lawyers, librarians, nurses - unlikely to have much truck with Marxism on tap.

The fust surrounding social studies and humanities caused resentment within the rest of the polytechnic: business and management staff commented wryly that their students did not lose a single class during the much publicized occupations and protests against Harrington. The resentment fuelled existing divisions. The Browne report commented on the existence of two polytechnics, with some staff considering themselves the "real" PNL.

The result, according to the Browne report, was a polytechnic that was not even the sum of its parts. It was dispersed and divided, it was not held together by the management, it was paranoically resentful of outsiders.

The students, in poor accommodation and with no apparent response from the centre, were alienated. Those staff not directly involved in crises were keeping their heads down, irritated at the odium apparently brought on them by their colleagues. Those who were involved - to the extent of appearing in the High Court and being threatened with bankruptcy or imprisonment for some during the Harrington affair - were deeply demoralized.

Someone was needed to get things done. There had to be proper planning, scrutiny of standards, pressure on staff and students to fall into line. Potentially a manifesto for a megamanager.

What appears to be happening at PNL, under the director from South Bank polytechnic Dr John Beishon, is a restructured management team, is rather different. It is a devolution of power, giving more say to staff and students, not just on superficial matters but also on money, courses and standards. With a very keen eye kept on the results.

The clearest example is in the new academic plan and the figures it submitted to the National Advisory Body for its 1987/88 planning exercise. Both were fortuitous, says Dr Beishon: they focused the polytechnic's minds on its future.

The plan was the first to be drawn up since the restructuring of the polytechnic into faculties last June. It creates four priority areas for academic development: information technology, linking computing and engineering, library and information studies and IT in humanities and teacher education; polymer science and technology; caring and public service professions - linking law, social work, nursing, dietetics (from the food and biological sciences faculty); and leisure and recreation studies, linking management, catering, business, architecture and arts.

In three of the four cases, those areas link up faculties and frequently different sites. In the fourth, polymers, there are proposed links across the Inner London Education Authority and with London University. There is

no missing the point that PNL's academic development has been tied in to bringing its staff and students together, mingling higher academic aspirations and standards in one area with lower ones in another - and to bring it in from the cold.

In the figures for NAB the old note of PNL defensiveness and isolation has gone. No, the polytechnic will not lose a single class during the much publicized occupations and protests against Harrington. The resentment fuelled existing divisions. The Browne report commented on the existence of two polytechnics, with some staff considering themselves the "real" PNL.

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Political riots rock campus

from Paul Flather

NEW DELHI

Armed police and student groups are patrolling the campus of Bangladesh's main university in Dacca, after several weeks of continuing violence between rival political groups which has brought normal academic work to a virtual standstill.

The campus has been rocked by regular bomb blasts, violent clashes, and even shoot-outs, which have resulted in hundreds of injuries, and forced the resignation of the vice-chancellor. Rival students have set fire to hostels, burnt down offices, and used knives, hockey sticks, and even Molotov cocktails around the campus. Now there are fears that the Bangladesh president, General H. M. Ershad, will again move in to close the country's six universities, long considered to be havens for the country's growing opposition movement to military rule. Dacca University only reopened last July after five months closure.

The current troubles started on December 30 when police raided a

campus hostel and arrested 13 students belonging to the student front of the opposition Bangladesh National Party headed by Mrs Khaleda Zia. In a pitched battle, angry students rained stones down on the police from dormitories in the three-storey building, and it was two hours before police gained control. After the arrests students went on the rampage, clashing with the pro-government *Nation Bangla Chhina Samaj* (New Bangla Students Society), and ransacking both the vice-chancellor's office and his home.

A week later, soon after four bombs exploded on the campus, the vice-chancellor, Professor Muhammad Shamsul Huiy, sent a letter of resignation to the president, describing the situation as "a battleground" and the situation as "beyond control". He also said he refused to be made a scapegoat.

An appeal for calm from the new acting vice-chancellor, Dr Abdul Mannan, was completely ignored, and a few days later police reported more than 100 injured in further clashes between pro-government and anti-government groups, with shots fired

and Molotov cocktails thrown. Earlier this month halls of residence were set on fire and offices burned down after a boycott call from the pro-government society. The trouble has also spread to the neighbouring Jahangir Nagar University, some 25 miles north-west of Dacca.

Now the anti-government Central Students Action Committee, an alliance of 16 opposition groups, has just set up three student brigades - 140 students in each - to guard the campus round the clock.

A new factor which has particularly alarmed the university authorities has been the free use made of firearms and homemade bombs.

The biggest casualty of the troubles has been academic work. Even the lecturers have been calling for boycotts to protest at the situation. According to one recent survey, the average student at Dacca can expect to lose three years because of unscheduled closures and disruptions.

Some 200 armed guards have now been detailed around the campus, and the vice-chancellor is drawing up a list of people proscribed from the campus.

Chinese army to open university

by Geoffrey Parkins

The Chinese People's Liberation Army is to open its own national university in Peking in September. It will be named the National Defence University and is intended to become China's supreme institution of military learning.

The university will also have a Marxist Institute and carry out teacher training. Other functions will be to conduct research on strategies for modernizing national defence and an advisory role.

The Central Military Commission and the State Council have stated that the new university, which will be formed by merging the former military, logistics and political academies, is a vital factor in reforming the training of senior army personnel and the modernizing of China's defences.

There are more than 100 military academies and schools for the training of officers at various levels. Meanwhile, the army's general and political department has announced that it is to launch a three-year education programme designed to popularize knowledge of the country's legal system among army personnel.

The main aim of the programme is to make soldiers aware of the law and improve the style of various Party organization work within the army.

Army sources said legal knowledge was still a weak point in the army compared to ideological and military work, and Yang Shangkun, vice-chairman of the CMC said emphasis would be placed on eliminating malpractices, ensuring that financial rules and regulations were complied with, and that all expenditure operated strictly within the law, irrespective of the rank of officers involved.

All army units will also be required to study laws relating to their particular work or region of operations, which includes army units stationed in ethnic minority regions who have been known to abuse the laws of autonomous authorities.

Units stationed in open coastal cities and special economic zones will be required to study the economic laws on China's open policy.

All of the education programmes courses of study are examinable and passing will be a pre-requisite for promotion.

The seminar participants issued a special statement, wishing Shcharansky well in his new life, and at the same time calling upon "governments, public and scientific institutions" to persist in their efforts to help other refugees emigrate to Israel.

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Alain Savary: legislation.

Right-wings call to turn clock back

from Craig Charney

Calls to turn the clock back to May 1968 in French universities came from members of a group of academics supporting the opposition parties.

The appeal to return to the operating before the student came at a conference in Paris, organized by the University of Clermont-Ferrand, which brought together 150 conservative teachers and researchers from the country. Taking for granted the right-wing opposition to the meeting's objective was out of "some simple and obvious principles" for restructuring the education system under a conservative government.

The primary target was the University Reform Law, put through in 1983 by M. Alain Savary, minister of education in the socialist government. Many called for its repeal as an emergency.

The meeting charged that had created a "unionocracy" of universities by increasing the role of elected representatives and bodies. They also complained of "levelling of the ranks" and "consolidation of a complex system of teaching positions into a single equivalent to lecturer and professor in British universities."

Similar criticisms were made by opponents when the law was introduced. It is still undergoing implementation with around half the universities yet having changed regulations to conform with the legislation.

In place of existing universities, setting up of "small colleges" with a large degree of autonomy. In other words, they return to something under the system of faculties under the control of senior staff which began in 1968.

Jubilant students after Harrington depart from the premises. This affair deeply demoralized staff and students.

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Kenyan denied exit permit

from Wachira Kigotho

NAIROBI
A former Kenyan detainee, Mr Mukuru Ng'ang'a, has been denied clearance and travel documents in an effort to obtain employment abroad.

Mr Ng'ang'a was released from detention two years ago was a history lecturer at the University of Nairobi before he was detained by the government without trial in 1982.

After his release from detention in April 1984, Mr Ng'ang'a began negotiating with government officials in a given clearance to enable him to travel abroad to undertake lecturing duties in Britain.

It is understood that he had been offered teaching posts at two universities in Britain. Those posts were offered to him as early as September 1984, a few months after his release, but at the time the immigration officials told him that in the government's view "it was early for him to start travelling abroad."

According to Mr Ng'ang'a, he pleaded to be allowed to go back to the University of Nairobi and he was assured that the request was under consideration. But later the university

administration told him that the local universities were not ready to accept him back "without state clearance". In October last year, the University of Dar-es-Salaam in neighbouring Tanzania offered Mr Ng'ang'a a senior lectureship post in the department of development studies. But, despite proof that he had a contract the Kenyan government has not positively responded to his many appeals to be granted travel documents.

This month, he appealed to the government to clear him so that he could travel to Tanzania or elsewhere to undertake lecturing duties. He explained that most of colleagues who had been in a position to obtain government employment while others have been absorbed into the private sector.

Mr Ng'ang'a was one of the lecturers from the University of Nairobi and Kenya University who were detained in 1982. One of the remaining history lecturer at Kenyatta University, Mr Matia wa Kinyatti who was jailed for six years for possession of treasonable publications.

Refuseniks gather as Shcharansky leaves

Moscow's community of Jewish refuseniks and scholars, denied permission to emigrate but excluded from academic life, have held their biggest learned meeting for almost six years.

More than 40 refusenik scholars participated in an unofficial seminar in Moscow in honour of the 850th anniversary of the medieval Jewish scholar Maimonides (Rabbi Moshe ben Maimon). Two leading scholars, Dr Aleksandr Gribanov and Dr Vladimir Dashevsky, presented papers on the life and philosophy of Maimonides, while about 30 others who are research facilities, to carry on a scholarly career in various fields, presented their most recent work.

The refusenik seminars began some 13 years ago, to try and maintain scholarly life and contacts among those excluded from the official research system. They quickly attracted attention of Western scientists visiting Moscow, and from time to time conferences were made by the refuseniks to organize international symposia and conferences, to which they could invite foreign colleagues.

The first such conference, scheduled for summer 1974, was prevented by the Soviet security authorities, who refused visas to foreign guests, and banished the hosts from Moscow for a couple of weeks. The last such refusenik-hosted gathering was the Fourth International Conference on Collective Phenomena in April 1980, after

which repressive measures became more intense. The seminar convenor, Dr Viktor Brailovsky was arrested and sentenced to a term of Siberian exile, and the seminar only managed to continue by constantly changing the place, day and time of meetings.

The Maimonides gathering came only a few days after the release of former refusenik and prisoner of conscience Anatoli Shcharansky to the West.

The seminar participants issued a special statement, wishing Shcharansky well in his new life, and at the same time calling upon "governments, public and scientific institutions" to persist in their efforts to help other refugees emigrate to Israel.

Shanty-town protests spread in US

The shanty-town movement at American universities appears to be growing apace. Following the example of Dartmouth College, where students built cardboard and plywood huts in protest against the university administration's refusal to divest itself of investments in companies doing business in South Africa, new shanties have appeared at Stanford, California, Brandeis, Massachusetts, and at Wesleyan University in Middletown, Connecticut.

Another is named at Penn State University by the newly-formed Black Student Coalition Against Racism. At Dartmouth, however, the huts are no more. Already damaged by a sledge-hammer attack by right-wing students, they have now been removed by the authorities. Twenty Dartmouth students were arrested and led away in handcuffs after they tried to prevent the removal of the shanties from the college green. The action was taken after local government officials had complained that planning regulations were being violated.

There has been trouble at Stanford, too, where three huts were flattened by vandals over the weekend and campus police are investigating the possibility of political motivation. At Brandeis, after receiving a warning letter that their shacks too would be destroyed, students are guarding the shanty in four-hour shifts.

Other forms of protest against apartheid are continuing on campuses across the country. At the University of Pennsylvania, which has more than \$90 million tied up in South African investments, students and faculty have just ended a 20-day sit-in to demand divestment. The Penn trustees have announced that they will ask companies in the university's portfolio to withdraw from South Africa by June 30, 1987.

1981 8 1550

Maintenance dispute

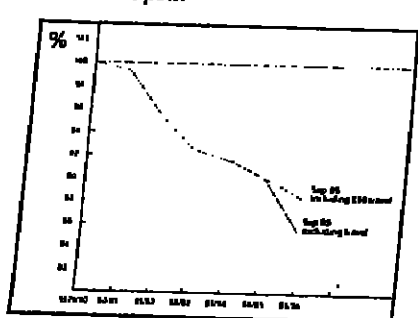
Ministers have been accused of seeking far-reaching changes in student financial support with the full public debate their critics say is vital.

A failure to produce the long-awaited Green Paper, admitted shortly before Christmas, has been compounded by the 2 per cent grant rise next year and the Government's plans for a shake-up of the supplementary benefit system to which students have increasingly resorted.

This week's London rally was organized by the National Union of Students with memories of November 1984's massive demonstration fresh in mind. Whether that demonstration when thousands of students clogged the city, contributed to Sir Keith Joseph's climbdown over forcing some parents to pay tuition fees or made the inevitable more difficult is open to argument.

But NUS leaders hoped that it would be a headline-catching prelude to their first meeting with Social Security Minister Mr Anthony Newton.

They also want to rekindle one effective aspect of the November 1984, episode, an alliance between parents and students which convinced sufficient Conservative backbenchers that they should bring their opposition into the open.



Falling value of the student grant based on one student living away from home.

BRIEFING BRIEFING BRIEFING

David Jobbins on the background to the students' battle to preserve their level of financial support

There are signs that the ground may be fertile for another back-bench revolt. Already the Conservative party's own liaison officer for higher education, Mr Robert Rhodes James, has resigned, citing the 2 per cent rise as the last straw. Pressure is being brought to bear on backbenchers directly through the NUS and indirectly from parents. Now vice chancellors are increasingly springing to the defence of their students' levels of income.

But while November 1984 was a clash over one straightforward aspect of a single policy, the crisis now faced by student leaders has a more complex political mix.

The mainstream issue is the continuation of the Government's policy, frequently championed by Sir Keith, to shift the "burden" of student financial support (this phrase) from tax and ratepayers to the consumers - or at least their parents.

Next year's grants increase is the latest instalment in a progressive chain of smaller and smaller rises, well below the rate of inflation. This has been achieved not only by reducing the main rate but by demanding higher contributions from parents.

Mrs Thatcher and Sir Keith have

recently repeated the Government view that Britain's student financial support system is more generous than those operating in other developed countries. The NUS argues that while there are ways in which this may be true, there is no justification for making it worse.

And they have reserved much of their anger for the second threat with which they are faced - the impending loss of many key welfare benefits. Ministers say that there is no justification for channelling state money to students through two avenues: the grant system, which is there explicitly to finance students, and the welfare system, which has many other functions.

Last year's Green Paper made clear the long term aim, endorsed in the White Paper, of removing students from the social security system. The first step, set out in the White Paper, is the stripping of the right to supplementary and unemployment benefits in the short vacations; exclusion of students in halls of residence from housing benefit; and limiting the entitlement to housing benefit when a student is absent in the long vacation. These steps will cut student entitlement by up to £45 million.

In compensation, ministers intend to add £36 to the annual grant. Some students who do not claim will gain, many may break even, but a significant number will lose. The proposals are currently under consideration by the Social Security Advisory Committee, which is receiving representations from interested parties such as the NUS.

Ministers defend their most consistent policy - shifting the burden of parental contribution away from low and middle-income families towards the better off - by pointing to its regressiveness. They accuse critics on the left of seeking to perpetuate a parental contributions scale that hits



To Maggie with love... Exeter University student Simon delivers a Valentine's Day protest to 10 Downing Street

the worse-off more harshly than the privileged.

The contribution scale thresholds have been increased in line with the annual movements in annual earnings but a progressively harsher rate of contribution has come into effect - a contribution of £1 for every £7 of residual income in the band from the 1986/87 minimum of £8,700 to £11,100; £1 in £5 to £16,200; and £1 in £4 upwards.

Last year the Department of Education and Science introduced a ceiling on the maximum contribution payable - for 1986/87 it will be £4,300 on a residual income of £28,000. This was

one of the concessions made by the Government in the face of backbench opposition to its proposals.

Much has been made of Mr Asquith's pre-election commitment to a priority to phasing out the temporary expedient when regular grants system was introduced. But although the Labour Party has served longer and if she survives particular has said it eventually to see students assessed in terms of their parents' assessed income that the resources to do this, unlikely to be found until the part of its 10-year progress report.

NUS calculations, which have been challenged, show that the share of student maintenance rising by more than 170 per cent since 1979. The year 1979, the Government's chosen base year, represents a plateau in the transferring the burden.

Many students do not receive fully assessed contribution from parents - for financial or occupational reasons. A survey by NUS showed that the proportion getting the full contribution is high as 43 per cent.

Students are therefore dependent on other sources for their living costs. The two principal sources are the security system and the earnings supplement. The first is profoundly affected by the Government's proposals in the White Paper, and the second by the possibility that the change in income falls and prospects, although better for many than other young people, are wane.

One escape route for hard-up students is the bank overdraft. Main clearing banks are hard for new student business. The beginning of each academic year there are signs of a growing local level over the provision of draft facilities.

The number of students with accounts increased slightly by 94 per cent overall and 99 per cent in the case of university students, though fewer were receiving a cheque following the abolition of minimum award.

With considerable investment in student business, most camps have at least one major bank and their satisfaction with it is generally responsible for financial matters, the banks are going to pull the plug over the overdraft.

But the fundamental reality must bear in mind is to ensure that student lending, either in the form of a loan or a grant, is soundly based. The NUS says that the plans are far more sweeping. In its submission to the advisory committee, it says they are "a cost-cutting exercise which operates indiscriminately and to the detriment of many students".

The organization expresses considerable scepticism for the Government's claim in the Green Paper on higher education that the aim of a system of financial support should be to remove financial constraints on ability to study and choice of institution.

The making of Supermag...

This month Mrs Thatcher overtakes Harold Macmillan as the second longest continuous serving PM this century. Dennis Kavanagh assesses the impact of the Thatcher years

One of the more significant debates in British political science concerns the power of the Prime Minister. On one side has been the Crossman, Mackintosh, Benn school, which claims that the PM is no longer *primus inter pares* but a president-like leader. Twenty years ago Crossman, in his introduction to Bagehot's *The English Constitution*, argued that we were now in the era of prime ministerial government, that the Cabinet had joined the monarchy and House of Lords in the dignified constitution, and that ministers were akin to departmental managers. Against this is the George Jones, Richard Rose, Harold Wilson view that a PM's power is variable and subject to many constraints, that the PM's power is exercised in and with the Cabinet.

This month Mrs Thatcher overtakes Harold Macmillan (an anti-model) as the second longest continuous serving PM in the 20th century. Only Asquith has served longer, and if she survives until January 1988 she will overtake him. What will historians and political scientists make of her record? She has already established a number of landmarks in political history and psephology, as the first woman Prime Minister in any major western industrial state, the first Conservative Prime Minister to have been re-elected after a full term, Lord Salisbury in 1900, and the only one ever to have been re-elected with an increased majority.

After this term, alone of 20th-century prime ministers she has had her name given to an alleged political doctrine and an undoubted political style. Historians are certain to acknowledge that she had dominated the British political landscape in the 1980s. They are likely to credit her with reasserting the long dormant but market neo-liberal values in the Conservative party. Not for her the virtues of the

regime of a mixed-economy, welfare state and high public expenditure, celebrated by her Conservative predecessors. She is one of the self-made, first generation Conservative politicians who do not have personal memories of the 1930s, and are no longer prepared to conciliate the trade unions or make the maintenance of full employment the main goal of economic policy. Mrs Thatcher thought that an excess of "bourgeois guilt" (her expression in New York in 1975) had produced weak leadership.

Her government's reforms of trade unions, ruthless centralization over local government, privatization of state-owned services, and sale of council houses are also sure to have a mark in post-Thatcher Britain. And, of course, she has clashed with many of the great interests of "the Establishment", the traditional allies of the Tory party. To combat the Church of England, the universities, the solicitors, and the civil service - in addition to the trade unions and local government - shows quite an appetite for battle.

But if historians will have little difficulty in demonstrating the importance of the Thatcher years political scientists may have a harder task in assessing Thatcher's impact on the role of the PM. The political style of British political leaders varies, broadly, between the mobilizing and the reconciling. The mobilizer emphasizes decision, task performance and innovation whereas the reconciler is more concerned to maintain the consensus and cohesion of a group. Her political style in some respects resembles the wartime leadership style of Lloyd George (1916-22) and Winston Churchill (1940-45). Her bold personal style of leadership distinguishes her, as it distinguishes Lloyd George and Churchill from other Prime Ministers. Unlike them, however, she did not come to office during a war-time emergency

Afterwards I blamed Joan Robinson. It must have been her fault. But I didn't believe it for long and perhaps, in retrospect, I never really did. How could a Cambridge economist be held responsible for my failure at the War Office selection board?

I never expected to get a commission and slumming it an early hurdle was about right. I do not know whether the answer I gave at the board was the major reason for my remaining in the ranks. I think it came at the end of the course (it was over 40 years ago - how do those people manage to give exact information on oral history researchers?) I am sure that by then my future had been determined. I was a potential officer by accident.

Somewhere I had been given certificate B at the Cambridge University senior training corps at the end of the year I'd been allowed to spend as a student (actually at the London School of Economics evacuated to a farmhouse). It was a fraud; I hadn't achieved cert A, the first stage, being able to run or jump as required (I could, though, take the Bren gun to school, blindfold, and re-assemble it).

"We'll get you through cert B," said the colonel sternly and they did, despite my not managing the 10-mile forced march. I remained a potential officer even when, in the real army at least, I was medically downgraded for lack of eyesight (which blur was my target). And then I was at the WOSB, to fall and return to my duties as assistant company quartermaster.

As I said, the climax, the disorganised question and answer session, came late. There had been the obstacle course, each item marked with a score and you had to get as large a



and head a coalition government.

Thatcher's approach is very different from the other durable PMs. Asquith, "the last of the Romans" was detached, unperturbable, holding the balance in a brilliant and politically explosive Cabinet (with Lloyd George and the young Churchill). His was the last Cabinet to operate without a secretariat, agenda or minutes. Can one imagine Mrs Thatcher writing love letters while chairing a Cabinet? Macmillan gave a lead on the "big" issues of incomes policy, membership of the EEC and Africa. According to a colleague he often had his way through sheer superiority of mind but "felt" his way through Cabinet and gave way gracefully when blocked.

But Mrs Thatcher leads from the front. She has views on most subjects and voices them, even before a hapless Cabinet minister speaks to his brief. As Anthony King notes, her policy agenda is separate from that of the Cabinet and party. There is a long list of issues on which her first Cabinet frustrated her and it was hardly a mark of skilful leadership (but a fair sign of her radicalism) that the splits between her own preferences and that of many Cabinet ministers were soundly reported. The textbooks (*mea culpa*) often report Atlee's view that "The job of a Prime Minister is to get the general feeling - collect the voices." Compare that with Mrs Thatcher's "It must be a conviction government. As Prime Minister I could not waste time having any internal arguments."

Thatcher's high-risk strategy eventually won through. An examination of some of the reasons why she came to dominate the Cabinet may provide an insight into the sources of a modern Prime Minister's power. One tactic she used was to decide matters outside the formal Cabinet, either in committees or in informal groups, exploiting her powers over the agenda of a Cabinet, appointing members of Cabinet committees or groups, and drawing up their terms of reference.

The traditional practice for Cabinet committee decisions to be reported to the full Cabinet has ceased under Mrs Thatcher. Fewer papers are presented to the Cabinet and the body has fewer meetings compared to the 1950s. Mrs Thatcher has interfered in departmental matters to a greater degree than many of her predecessors. She has busied herself in the promotion of senior civil servants (looking for people with energy, commitment and a willingness to challenge conventional Whitehall objections to change) and has regularly badgered departments about progress on particular policies - "like a dog after a bone" an adviser claims. On many occasions she has dealt directly with a minister, usually at ad hoc meetings, in which she is joined by members of her policy unit, Cabinet office and private office.

A second factor has been her reshuffling of the Cabinet. The dismissal of "wets" in 1981 and 1983. She gradually acquired a Cabinet which was more to her liking and whose new members owed their preferment to her. Political events also helped. Once the rate of inflation began to decline during 1981 and 1982, and public spending came under control, the Cabinet proved much easier to handle.

There was also the undoubtedly increase in her personal self-confidence and stature as a result of the recapture of the Falklands. The surge in the popularity of the Government and herself transformed her position,

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and made her an electoral asset to her party rather than a liability. It is doubtful if she has transformed the office of the Prime Minister of British politics. The office is not highly institutionalized and she has not made changes in this respect. Her significance as Prime Minister is that she has set an example by pushing to the outer limits of her authority, making decisions with small groups of ministers, and involving herself closely in Whitehall promotions and policies.

The qualities of determination, plain speaking, and impatience with critics and compromisers, and her certainty that the existing line of policy was correct, were admirable when launched against unpopular targets - General Galtieri, IRA hunger strikers, Arthur Scargill and trade union militants. In these situations she announced her position at the onset and refused to budge. But in a time of "normal politics" such qualities have easily appeared to be overbearing, rigid and dictatorial.

Mr Heseline explicitly made her style an issue when he resigned last month. He joined more than a dozen other failed members of the Thatcher Cabinet who were aggrieved by her style. By now, the list of ministers who have resigned or been dismissed is an embarrassment, and the style of Cabinet management the subject of much critical comment. She may yet suffer the sticky end of other strong leaders, Lloyd George and Neville Chamberlain. The "Thatcher style" of being PM as a peace-time model will have few emulators - though it may have many (secret) admirers.

The author is professor of politics at the University of Nottingham.

as in. LSE students could attend Cambridge lectures and I went to hers. I don't think I knew that she was part of the group which developed this aspect of the subject, but she certainly clarified everything. It was all so simple, extraordinarily appearing to a 25-year-old and I must have missed the qualifications which I am sure she included. Full employment could easily be achieved. All you had to do was to spend more. In a time of slump the government should go into deficit.

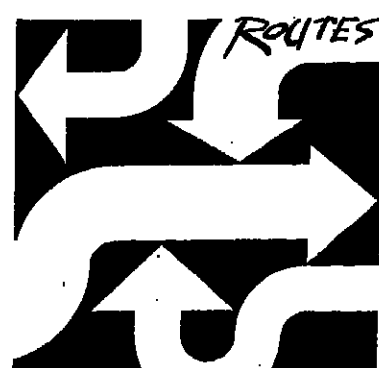
I remember her castigating pre-war governments for the balanced budget policies. In a time of slump they should have spent more; in fact they spent less and so made the depression worse. It was not all wrong or immoral or uneconomic for the government to run a deficit. On the contrary it was absolutely right to do so in certain circumstances. I came away with the clear impression that the national debt was not of major significance. Apart from the costs of its administration, its transactions were just transfer payments and did not affect the real economy.

As I said, at the time my enthusiasm for what she was saying caused me to neglect any modifications or doubts she may have expressed. So I'm not now at all surprised at my answer to the brigadier at the WOSB about the man who'd lost his pay. "What would you do?" he'd asked. "Pay him out some more." I answered, "But where would the money come from? How would the books balance?" "That doesn't matter," I stated with certainty and with confidence. "One can always put the books right afterwards."

The author is a senior tutor in industrial relations at Ruskin College, Oxford.

Robinson's part in my downfall

In the second of our series on people's introduction to their discipline, Harold Pollins recalls an early lesson in economics



being remarkably cheeky towards the establishment. My knowledge of Marxism was very thin. So I'm not surprised now, although I was at the time, at the WOSB, when I found that the officer knew more about Marxism than I did, more about economic history.

I don't think I did anything right but these various mishaps were forgotten immediately after the WOSB and I remembered only the episode which I associate with Joan Robinson. One interview was with a group of officers, led I believe, by the brigadier. The atmosphere was relaxed and friendly. It became frosty afterwards. After my answer.

"You," said the Brigadier, "are the company impress officer. Your men are going on leave and you have paid them out what they are due. Everything is in order but one of the men comes up to you and says he has lost his money. What do you do?"

I answered smartly and confidently. My response was spontaneous. The next part consists of my explanation and interpretation; it was not at all what went through my mind at the interview. You must remember I was young and I had never had a job;

school to 18 then one year at university then in the army. I'd never been fully responsible for money. My parents had a shop and we lived on the premises. "Why do you want to be in the Signals?" "Well, I live in a wireless shop." "You - live in - a wireless shop?" At school, and even later, I'd never had a standard allowance. What we had was the shop's cash register. If we wanted any money we just took it. There was no question of stealing - our parents allowed us to do it, and we didn't abuse it. Money came into the shop and was placed in the cash register. Money was paid out of the cash register. My parents could never have had any idea of their financial position. Once a year the accountant would produce a balance sheet, containing various figures, precise to the last halfpenny, a remarkably abstract document.

My hopelessly inadequate knowledge of practical money matters was not all remedied by my study of economics. To start with it was mainly theoretical. And such matters as maximization and of economic man were completely outside my experience. Who were these marginalists, these people who delicately calculated, in minute increments, that a little bit more or a little bit less would be to their great advantage? I was more used to my parents' methods. My father would order six items and my mother would cut it down to three. On the other hand, like many others, I was fascinated by macro-economics, following the Keynesian revolution.

This is where Joan Robinson com-

number as possible. I chose the easiest, those with the lowest numbers, and did not get past the first one. This was a wooden construction supporting a series of planks laid about six feet above the ground.

I ran along them and came to a short gap, perhaps of two or three feet. I stopped, quite unable to jump. On another occasion I was in charge of our group and we had to get across a make-believe chasm with the aid of odd bits of equipment, mostly wood. I stared at the pile. After a bit more hesitation some bright spark of an engineering student took over.

Obviously I can't blame Joan Robinson for those deficiencies. And it didn't help to suggest as my topic of private conversation with one of the officers "The Marxist interpretation of History is the most satisfying", or some such statement. Now, when I think of it, I'm surprised that I was proposed that, unless I thought I was

As I said, the climax, the disorganised question and answer session, came late. There had been the obstacle course, each item marked with a score and you had to get as large a

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Harold Silver



The second class citizenship conferred on teacher 'training'

The Robbins committee on higher education had minor difficulty with the vocabulary. They were, in 1963, colleges for the education and professional training of teachers, training colleges in England and Wales, colleges of education in Scotland. They all, Robbins underscored, "feel themselves to be only doubtfully recognized as part of the system of higher education". Teacher educators, with good reason, still doubt.

Writing about teacher education in November, I was considering the implications of Sir Keith Joseph's threat to take its future planning away from the National Advisory Body and hand it back to the Department of Education and Science. Since his sense of need and timing differed from those of his advisory body he did, in fact, carry out his threat — two days before Christmas — and regret set in all round. He wrote to the NAB: "I much regret this but in the circumstances I am obliged to rely on the department for advice." In the second week of the new year Christopher Ball, chairman of the NAB board, consequently disbanded his Teacher Education Group, a decision "which I deeply regret". The question uppermost late last year was the centralization of decision making. The question now is whether teacher education really is part of higher education.

Not that this is a new question, or an exclusively British one. The Ford Foundation hired Harry J. E. to report on the uneasy status of education in the prestigious universities, given the tension between the research functions of such schools and their historical identification with teachers and teacher "training". Everyone associated with the colleges and institutes of higher education, many of which are rooted in teacher education histories, is aware of their fragile position in public understanding of higher education, and in policy making. In the universities teacher educators often feel that they still have little more than a foothold — and are now seen as Trojan horses, having been the vehicle for allowing the HMI into the campus sacred city. For half a century teacher education has been manpower planned, and has never fully escaped anywhere from the penalties of association with the low status of schooling — education being perceived as leagues away from the mysteries and renown of the consulting rooms and offices of doctors, lawyers or architects.

What the NAB was belatedly impelled to advocate in 1985 was the incorporation of teacher education planning into the planning of higher education in general. The Secretary of State, more concerned with the speed of rationalization, is concerned not about teacher education's position in the system, but its scale, its cost, its potential for weight watching. Not that he is the first to see teacher education as primarily a shape to expand or contract.

Attempts to redefine it as higher education have always produced controversy and compromise of the flimsiest kind, as following the McNair committee in 1944, or the

James committee in 1972. The Robbins committee argued for a new dispensation but failed in its attempt to nudge teacher education firmly into the university ambit. The problem about teacher education — more than social work or surveying or other professions — is the apparent need to tailor output to potential school slots, but also the scale of the operation. Through to the second half of the 1960s it had taken place, like some bulky and ill-understood animal, in a special cage, or, where it had penetrated the university precinct, watched with a mixture of suspicion and alarm.

A central problem — one which other countries share — is the dichotomous nature of teacher education. It links into the value system of the institution — the emphasis on scholarship, visible academic standards, learnedness. But it links also into the needs of schools and children and young people, of teachers, the values and commitments of practising and future professionals, behaviours and action which may only rarely result in measurable academic outputs. It is a tension, shared by other professional training which entered a higher education definition only in the late 19th or early 20th century, which makes it difficult to establish firmly the higher education credibility of teacher education inside the system.

Ministers, the DES, the public at large, persist with the antiquated vocabulary of "teacher training". In doing so, and in the approach to teacher supply, the ministers and the DES have a particular responsibility for the constant failure to accept teacher education as a proper part of higher education. The NAB board chairman, in disbarring the Teacher Education Group, ended with the hope that "the difficulties we have encountered will be overcome and that Initial Teacher Training will be firmly embedded in the planning of the rest of APE".

Here, as in Sir Keith's letter sacking the NAB from its teacher training role, the training image is perpetuated. Distinguished advocates of a liberal higher education baffle a good deal of the 19th century baring training from the universities (despite centuries of commitment to training for the pulpit or the surgery), and training is still interpreted as merely training, particularly when its outputs and inputs are planned like a national grid in variable weather. Paradoxically, the production of teachers has been left free to market forces under the present market-directed government. The market is willing, even anxious in some cases, to take graduate teachers into occupations other than school teaching.

Under the ambiguities of its condition, including of its policy makers, teacher education has not had a happy half-century. It has become "embedded" in ways which have frequently proved to be less than firm. However you look at the policies and the vocabulary, they confirm, still, that teacher education feels itself, and is, doubtfully recognized.

Reading the sixth edition of *History at the Universities*, the guide to history syllabuses recently published by the Historical Association, is like wandering down the aisles of a huge intellectual hypermarket. Historians define history primarily by its subject-matter; so long as it happened before today, all human life is there. In the absence of any distinctive method, there can be no standardized priority or sequence of study, and an enormous range of goods can be placed on display.

At Birmingham your trolley can contain an option on "Nomadism, the Mongols and the West", Aberystwyth's check-out handles a seminar course on "Celtic Britain 1500-1648", and Edinburgh advertises a specialized course on "The Making of Malawi, 1873-1964": these and much else beside can all be found under history's roof.

The booklet's main purpose is to enable the sixth-former to make an informed choice between university syllabuses, but the guide is also of great value to professional historians because it maps out what they are in practice teaching, and what academics teach profoundly affects what they write. This is the aspect of the guide that will be discussed here.

This edition, unlike the fifth, omits the polytechnics and the independent University of Buckingham, and its information is not fully standardized between universities; the information on Sheffield, Birmingham and Swansea is relatively full, whereas the entries for Salford and the Open University are thin, and the entry for Cambridge curiously laconic. But the entries usually provide full information on the shape and content of the courses available, and on what qualifications you need before embarking on them — though this edition unfortunately does not include the analytical tables that made comparison between university facilities so easy in earlier editions.

No less than 549 students emerge annually from single-subject history courses at Oxford and Cambridge alone, 90 at Bristol, 80 at Sheffield, 65 at Manchester, and so on. But historians' influence reaches out further, because in some universities (East Anglia and Sussex, for example) history cannot be studied in a single-subject course, and most universities offer combined-subject courses which unite history to a wide range of other subjects; besides, historical options appear in a remarkable number of non-historical courses.

The sixth edition especially interests me, because Glasgow, Bath and I produced the first edition 20 years ago. What has changed since 1966? One is immediately struck by the diversity that accompanied university expansion. The overall pattern whereby one does outline courses earlier on in the course, reserving document-based special subjects for one's final year, with or without a thesis, is widespread, but the influence, once very great, of Oxford's English history outline courses, its documentary options on constitutional history, and its political thought paper has come to an end.

The word "constitutional" hardly ever appears in the guide — though for all I know, its substance may well persist under more marketable labels. Oxford's own impending syllabus reforms themselves involve demolishing political thought, and constitutional history has long lost its prominence there; now political thought seems to

Brian Harrison browses along the shelves of the history hypermarket

he compulsory only in Liverpool's medieval and modern history course. Market forces have also caused Oxford in recent years to reduce its language requirements, and Manchester is one of the few whose entry in the guide stresses the historian's need for language skills.

These changes are by no means all to the good. Political thought, often taught a-historically, was perhaps dispensable, but the decline of language skills is in itself regrettable, though historians sometimes make a fetish of languages by comparison with other relevant skills (statistics, for instance, or skills in archaeology or economic analysis). The neglect of constitutional history, too, is undeserved; to judge from what I know of modern British history, there is an urgent need for the students of law and of history to get together.

In 1966 it seemed likely that diversification and expansion would produce more regional and local history, but not so. Local history options are of course available here and there — "The Early Exploitation of the Somerset Levels", for instance, at Exeter, or Lancaster's option on "North-West England 1750-1914" — and archaeology can be combined with history at several universities. But no university's single-subject history course lends special emphasis to this type of history, and Leicester's distinguished reputation in this area does not seem to affect its single-subject course.

Furthermore Irish, Scottish and Welsh history — long available at universities outside England — does not seem to have made many English converts; indeed, Englishmen venturing to take Bangor's history course are positively deterred from taking some of its Welsh history options because they are available only in the Welsh language. And if it is thought important for British government to comprehend the nature of its problems in Northern Ireland, for instance, it seems regrettable that Irish history has made so little impact on the Oxford and Cambridge syllabuses.

Diversification has more commonly taken two rather different forms, first, by covering the world's map more selectively within any one university, but more comprehensively in British universities as a whole and second by giving greater emphasis to variety in the types of history studied — history of science and technology at Bradford and Loughborough, for instance, or the history of art in the combined-subject degrees available at London, Edinburgh and St Andrews.

It would be worth making a detailed comparison between the fifth and sixth editions, so as to clarify the impact on history of the cuts in university funding since the mid-1970s. Certainly Thatcherism does not seem to have produced any boom in the history of entrepreneurship. In this edition, Salford offers history only in its combined-subject course in the social sciences

and humanities, which is taken by 47 students per year; Glasgow's splendid isolation among the universities with its option on Business History since 1880, Economics in business history, yet seem to have affected University's undergraduate courses.

It takes time for present-day to affect the content of history, and the fashions of the 1960s and 1970s are more obvious — in the comparative special subjects, for example, or in Keele's option on "20th-century guerrilla warfare".

The long-term shift in interests away from economic and political history towards the family and social life has produced options on the lives of women at East Anglia, Hull, Reading and York. Prospects with "popular culture" and "religions" ensures that what is prominent among the women of study, though Belfast has an option on the family and industrial history, Britain since the 18th century.

One final impression left by this booklet concerns the way in which syllabuses evolve. One might have supposed that innovations in one university would be spread elsewhere, and that (when spread) they would gradually spread through the system. Nothing of the sort: steady syllabuses seem to be hidden successfully in different universes reflecting the fashions prevalent at the date of the university's foundation, like geological deposits.

Is history best taught through tripos system, for instance, as a tripos system — that is, through the type of combination whereby the time study of history is preceded by the full-time study of something else? We do not know, but tripos structure has not spread to universities since the 1960s, having been confined to the University of Cambridge and the University of Oxford.

It would also be interesting to know what impact is made on history by overseas courses such as the three of Gleason enjoyed by the three of Gleason, though they were to rely heavily on the advice of professional management consultants.

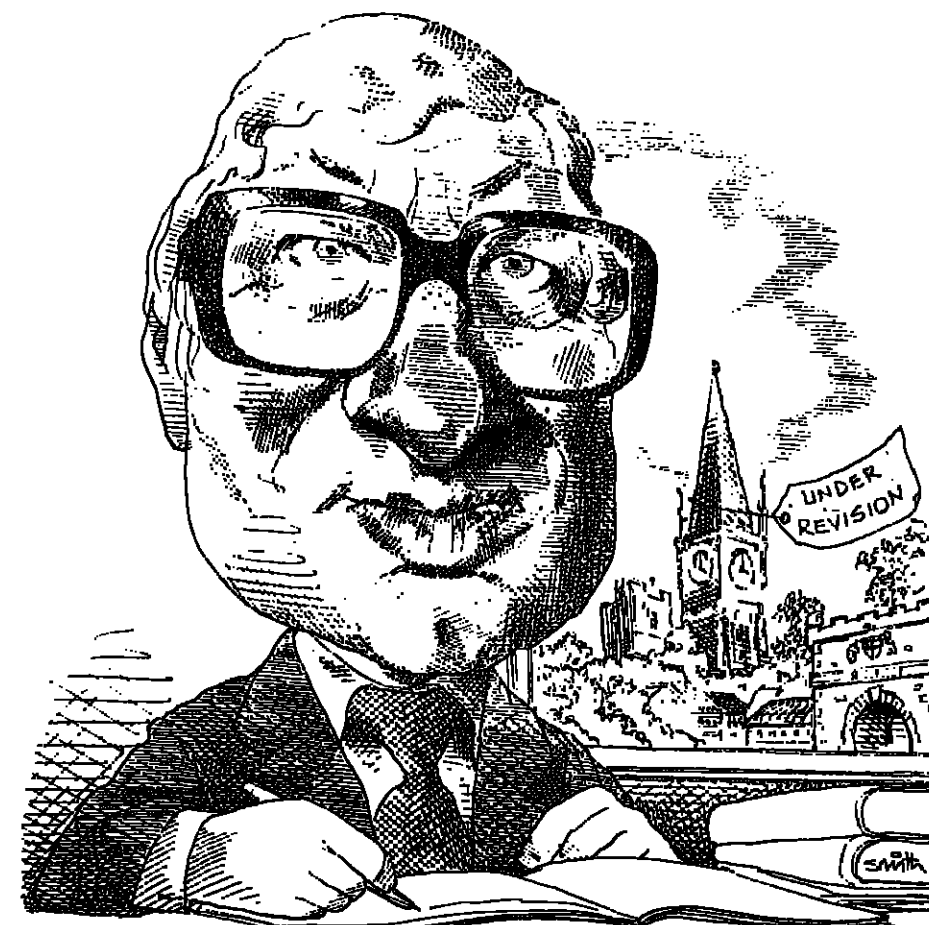
The formal terms of the Jarratt committee were consultation with the individual institutions which would select, with a series of efficiency studies, the management of the universities concerned and to report to the Committee of Vice-Chancellors and Principals and the University Grants Committee on the results with such comments and recommendations as it considers appropriate; provided that the commission should be concerned with the academic and educational policies, practices or methods of the universities.

The committee had three broad constraints. First and foremost, the imposition of a clear and measurable; it had to report by the spring of 1985. Second, it had to function on the basis of a sample of universities and a selection of topics to be studied in-depth. Otherwise the committee was free to set its own workstyle, procedures and objectives.

The selection of the membership was formally the responsibility of the CVCP but was in effect agreed by that body after consultation with the secretary of state and other parties. It consisted of four highly-placed people in industry and commerce (two of whom were also chancellors of universities), five academic heads or ex-heads of universities, the chairman of the University Grants Committee, one professional university administrator (the author of this article) and the head of the Government Efficiency Unit (in practice a senior deputy from the unit performed much of that role, and was a major contributor).

The committee was served by a secretariat specially recruited for the task. The secretariat was a recently-retired university registrar who was assisted by a personal part-time secretary and a part-time, by another recently-retired senior university administrator.

Jarratt committee member Geoffrey Lockwood gives a behind-the-scenes view of the report



Efficiency measures

In two universities even though that meant that the exercise would be restricted to only three special topics. The selection was, therefore, heavily conditioned by the need to settle on three topics each of which should exemplify the general. It was decided, through discussion, that the three topics should be:

- financial management;
- purchasing (including scientific equipment and its usage);
- maintenance and servicing of buildings and plant, minor works, and the allocation of space.

In addition, and of its own volition, the committee commissioned a seventh study on the use made nationally of data relating to the university system. The motivation for that extra study stemmed partly from the committee wishing to be seen to examine national bodies directly, partly from a belief that such a study should reduce the information burdens placed on individual universities and partly from an assumption that significant improvements in efficiency could flow from such an examination.

The selection of the six universities was eased by the fact that the CVCP had previously ascertained that every British university was willing to volunteer to be studied. The committee considered a variety of objective factors (size of university, type, age, location, range of subjects etc), and no doubt individual members brought to bear their subjective assessments of other factors (eg readiness for study, likelihood of producing an able and independent study officer, degree of experience of the vice chancellor).

It was quickly agreed that Cambridge and Oxford should be excluded from the sample but that there had to be a representative institution of the University of London, as the quantitatively dominant body within the British university system. Otherwise Edinburgh, Essex, Loughborough, Nottingham and Sheffield were selected on the above criteria.

The task of making the key appointments of study officers was emphasized to the vice chancellors by the chairman; the committee in its own discussions having recognized that its success was critically dependent upon the skills, experience and industry of those six individuals. In five cases the selection was made speedily and without queries between the institution and the committee (four of the five study officers being drawn from second or third tier positions within the administration and the fifth being a member of the academic staff who had recently held a senior administrative position in a faculty); in the sixth case institutional factors led the chairman, under pressure, to accede to the notion of joint study officers.

Having selected the topics and the institutions, the next task was to train the institutions in terms of topics; a task which presented few problems and which was aided by informal discussions among the heads of some of the institutions. The succeeding task of appointing management consultants for each study was no less difficult but much more onerous. From the date of the establishment of the committee, its secretary had commenced discussions with management consultants and their associations; also individual

members had extensive experience of the usage of management consultants.

The process of selection was formal and open; by a variety of means a long list of consultants was invited to express interest in the studies and was interviewed by members of the committee. As a result, for each institutional study three consultants were selected to tender; these consultants had preliminary discussions with the institutions, submitted tenders, and the selection was in each case made (without any disagreement) jointly by the institution and the committee. The result was a different consultant for each of the six institutional studies with one of these six also undertaking the national data study.

The terms of reference for each study were set in great detail. Two members of the committee (one from public administration and one from university administration) worked together to put both detail and bite into them.

The committee first met on May 8, 1984 and concluded its business on March 29, 1985. Meetings were frequent during that period including visits to each of the institutions under study; otherwise all of the meetings were in London apart from a two-day session at St John's College, Cambridge in the final stages of drafting. The committee met with the national trade and students' unions at the beginning and end of its work. During the work it met with the heads of the institutions (and their senior colleagues), the study officers and the management consultants in a careful session whereby they all sometimes met the committee but sometimes separately by institution or category of input; in other words the committee had access to progress reports and opinions at different times from all concerned, with a particular study, from all of the heads of institutions.

The process was very definitely interactive rather than the committee commissioning studies and then waiting to co-ordinate the result. In order to ensure interaction, in addition to the variety of meetings mentioned above, the chairman created two other devices. First, an executive group whose task was to keep in closer contact with the progress of the studies, and to act as the steering group for the national data study. The group was composed of the chairman, the secretary, one of the heads of universities on the committee, one of the committee members from industry, the professional university administrator and the member from the Efficiency Unit.

Obviously individual members were also involved, to very different degrees, in the various networks of discussions surrounding the work of the committee and related exercises (eg the project on the Open University from the corridors of power in Whitehall, to the senior common rooms in universities, to the associations of university administrators etc. Equally obviously the six universities under scrutiny developed their own networks of consultation.

For those interested in the workstyle of committees it is worth commenting that the chairman encouraged a very open style; it was not one of those committees where the chairman and the secretariat produced drafts which the committee could amend but marginally. Every member was encouraged to, and did, contribute. Much of the drafting was done in committee; indeed the chairman's patience and dedication to the crea-

tion and maintenance of a united team, especially in the detailed wording of the final report, was beyond the experience of many members.

The Government grant was of the order of £350,000, having been increased slightly during the course of the committee's work; approximately 85 per cent of that money was used to meet the bills of the management consultancy firms. The universities which were the object of the institutional studies and the employing bodies of members of the committee bore additional cash and opportunity costs of some significance.

The report consisted of eight separate reports. The six institutional studies, totalling almost 1,000 pages, contain the detail not only of the three special topics studied in depth but also of the functioning of the overall structures and processes of governance, management, planning etc. The 40-page report on the National Data Study is necessarily more general but of considerable significance, especially since it points to areas of economy within the control of Government which would more than repay the costs of the Jarratt exercise and which would improve the efficiency of Government, the universities and some intermediary agencies. Naturally, public attention has so far concentrated upon the eighth document, the general report of the committee.

First, the recommendations formed an integrated package directed at Government and national bodies as well as the individual universities. Second, the recommendations directed at the universities were consistent with the constitutions of those bodies; for example the suggestions concerning the roles of councils, senates and vice chancellors are very largely statements of the roles built into charters and statutes. Third, although most of the specific recommendations were designed to improve efficiency and value for money in the short term they were framed within the overall broader aim of improving the effectiveness and vitality of universities as corporate bodies in the longer term.

Something like the Jarratt committee was unavoidable. Any intelligent observer of the present Government should have been able to predict by 1982 that the universities would have to come to terms politically with the demand for efficiency studies. The implication is that universities need to exercise more foresight and anticipation in coping with predictable external pressures. Universities are already in the post-Jarratt world but are they preparing for the next one? Are they mounting the defences not against research selectivity, the odd merger etc but against the national central employment of all academic staff, the depression of the first undergraduate year to a distance-learning experience, the restriction of postgraduate studies to fewer institutions etc?

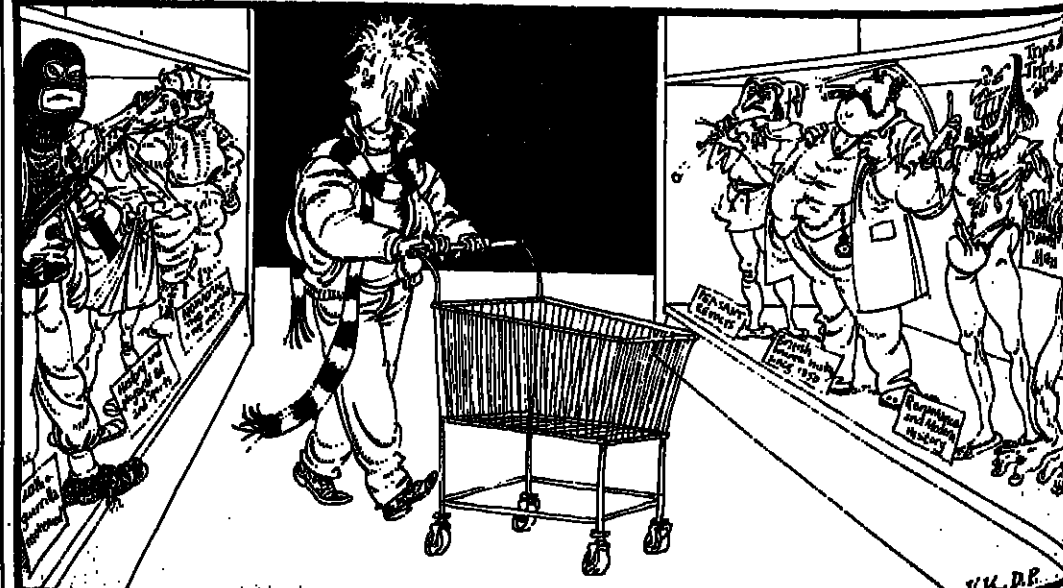
Twenty years ago the pressures and changes currently facing universities would have led to a Royal Commission, or even a Robbins committee. Attitudinally, the universities are still geared to the expectation that major changes will be prefaced by a period of open discussion, assessment carried out by a process and on criteria not dissimilar to scholarship, and a carefully and elegantly written report. The old style has gone. Universities will have to get used to short, sharp, minatory reports either on specific aspects of operations or upon their future as institutions.

The Jarratt committee was set a tight timetable, which it met. It reported in late March 1985. Whereas individual universities took steps to assess and implement aspects of the report almost immediately, what has happened at the various national levels over the best part of a year since such an urgently-demanded report was produced?

Jarratt tackled the problems put to it and carried political weight. At the same time as Jarratt was moiling, so were other working parties on key university issues and which consisted in the main of vice chancellors. I suspect that the contrast in output will demonstrate the need to infuse further the national university mechanisms with the lay element. In that regard I will comment on the claim made by some critics, and some friends, that the composition of the Jarratt committee led its report to be an attempt to impose "industrial management" practices and policies without an understanding of the academic and distinctive essence of the universities. Such criticism has no basis in either the work of the committee or the contents of its report.

Finally, the main implication for the British universities can be stated very simply. There are many influences in society at large, and in Whitehall and Westminster, in favour of strengthening the external managerial control over the university system in which the individual institutions would be treated as mere local administrations. The Jarratt report came down heavily in favour of universities as individual corporate bodies managing their own affairs and futures. The universities will not retain that managerial autonomy unless they improve its strategic and operational effectiveness along the lines suggested. Among the people monitoring the response to the report are the members of the Jarratt committee, most of whom have been involved in the subsequent discussions and whose analysis of the effectiveness of that response will play a part in the overall assessment.

The author is registrar and secretary of the University of Sussex and was a member of the Jarratt Committee.



BOOKS

Removing the mystery from intelligence

by Stuart Sutherland

Artificial Intelligence: the very idea
by John Haugeland
MIT Press, £14.95
ISBN 0 262 08153 9

Workers in artificial intelligence (AI)—the attempt to write "intelligent" computer programs—are intent on removing the mystery from intelligence. They have three rather different goals—to provide programs that have practical applications, to investigate the nature of intelligence, or to model the computations presumed to underlie human intelligence.

The first endeavour has not produced much of intellectual interest, although some of the programs are useful. For example, a program to infer the structure of chemical molecules works by grinding through possibilities much faster than a person. Again, there are diagnostic programs in medicine that are provided with the likelihood of someone having a particular disease if a given symptom is present and that by manipulating probabilities arrive at the most likely diagnosis. If the information supplied to the program comes from specialists who are highly knowledgeable, it may well perform better than most doctors.

The attempt to discover the nature of intelligence has not met with much success. Just as aerodynamics enables us to understand both how a bird flies and how to make an aeroplane fly, so writing intelligent computer programs might reveal the principles governing both human and computer intelligence. In fact, few such principles have been discovered; and those that have, like the power of conditional jumps and ways to handle lists or execute search, have come as much from basic computer science as from AI. Nowdays, the attempt to discover general principles governing intelligence has largely been abandoned.

Memory traces

Molecule, Nerve and Embryo
by Richard R. Ribchester
Blackie, £14.95
ISBN 0 216 91800 6

It is remarkable how easily the reductionist view of the brain has been accepted. The idea that thoughts, memories, conscious life are the wards of autonomous and blind cells, like the elements of a printed circuit, seems to have passed without resistance into our culture. Not that the present book is concerned directly with philosophical or sociological implications: as an undergraduate text on neurobiology, it properly confines itself to experimental facts. Yet it is all there, implicitly, for any bright student to use: memory traces formed by eavesdropping on biochemical reactions (albeit in a sea hare); nerve cells that code for rigid behavioural responses in invertebrates; ocular dominance columns in monkey brains that display, as though

most real problems is putting them into such a tidy form, and there is no program for doing that, let alone for deciding whether a problem is worth solving in the first place.

Haugeland gives a good description of various high-level languages with different sets of instructions. For example, John Von Neumann made provision for accessing an address in memory both absolutely (by naming it) and relatively (by specifying its position relative to another address); the latter facility is crucial in handling arrays. Haugeland also describes John McCarthy's LISP, a language which makes it easy to handle lists of items, including lists in which lists are embedded within one another, and Newell's production systems in which all instructions are written as conditional statements and are executed whenever the condition is satisfied. This system makes it easy to insert an overriding condition whose attached instruction will be obeyed if the condition is satisfied at any point in the program, but some feel that it obscures the structure of a complex program.

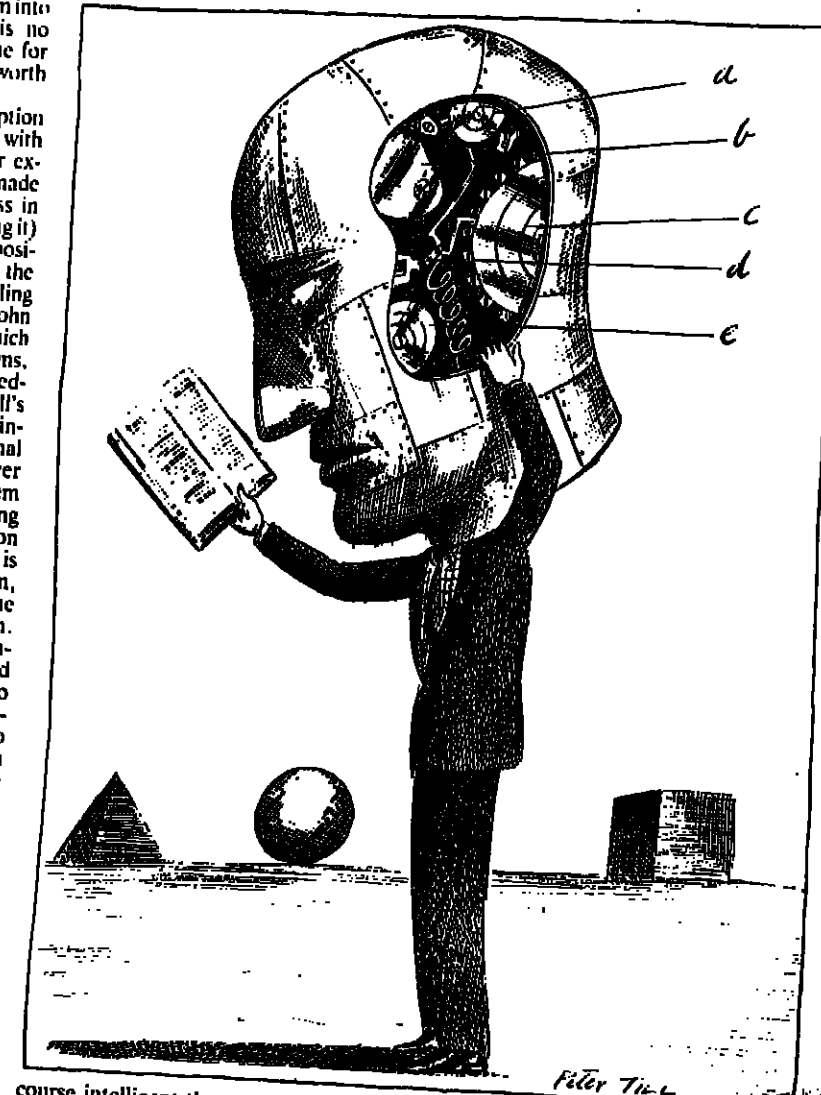
Haugeland makes two substantive points in the early part of the book. He distinguishes between computer programs that are intelligent (strong AI) and ones that merely simulate intelligence (weak AI). He argues that if human intelligence is based solely on the manipulation of symbols in the brain, then it would be hard not to ascribe intelligence to a program that manipulated symbols in exactly the same way. If, on the other hand, more is involved in human intelligence than symbol manipulation, it might still be possible to simulate human intelligence on a computer, but the program would not be intelligent then.

Nevertheless, Haugeland is not convinced that the human mind is merely intelligent, human thought, speech and action must have meaning. He asks whether it is proper to ascribe meaning to the output and operations of a program that manipulates symbols in the same way as a brain. This is the only tortuous section of his book, but he seems to argue as follows. If we discovered a lengthy message written in completely unfamiliar symbols, we would decide that it had meaning only if we could consistently interpret the symbols as references to states of affairs (or possible states of affairs) in the world. Now the symbols are not of

on a map, the trace left by visual experience on the anatomy of the developing brain.

Richard Ribchester has achieved his aim of providing undergraduates with an account of modern neurobiology, with clarity and style. Despite its title, his book centres on nerve cells—neurons, glia and their interactions—the eponymous embryo and molecule appearing only occasionally in the wings. Nevertheless, the range is broad and it is superbly organized. Indeed it requires a disciplined pen to cover contemporary studies of the brain in 200 pages, and Ribchester has made every sentence count.

One of the strengths of the book is its firm foundation in experiment. Teachers often have difficulty in teaching the fine line between beautiful theories and ugly experiments. Here, as good balance has been struck, although the path might have been easier to follow had the numerous line diagrams performed their task more effectively. Illustrating aspects of neuroanatomy, experimental design have been copied from various sources, in many instances without adequate identification of symbols or other necessary explanations.



course intelligent themselves, but because they have meaning they must be intelligent. Haugeland argues that intelligence might consist of the capacity to manipulate (compute with) internal tokens which refer to aspects of the world and which therefore have meaning. (The manipulation of these symbols must conform to a set of rules, for random manipulation could not be meaningful.) Therefore, a system that manipulates symbols in the same way as the brain could be intelligent and its activities could be meaningful.

As Haugeland is aware, there are many who would disagree with him, notably John Searle, whose famous Chinese room argument has never been satisfactorily met. Briefly, it is as follows. Imagine someone, who does not speak Chinese, sitting in a room with a vast rule book, receiving messages in Chinese. He looks up each symbol in the book and, following its rules, gives an answer in Chinese symbols. No matter how accurate the answers, one would not want to say that he understood Chinese nor a

Probably the biggest challenge in writing a book like this, especially developments. Authors must review on the run and hope that the inevitable delays in printing and distribution will not fall too far behind. In this respect, Ribchester has done impressively well, most of the end of 1984. Only the occasional breakthrough is lost, such as in the case of fast axonal transport. These rare lapses, however, are more than redeemed by the judicious sprinkling of original conclusions and suggestions.

There is a great deal here for the intelligent student. As a small book on a very large subject, it cannot provide a deep or detailed analysis of specialized areas. But as a thoughtful and well-written account of one of the most exciting fields of contemporary biology, it deserves to be widely read.

Dennis Bray

Dennis Bray is a member of the scientific staff at the MRC Cell Biophysics Unit, King's College, London.

fortiori would one say than a computer using the same rules understood Chinese. Ergo, according to Searle, standing there following a set of rules. It is a pity Haugeland did not confront this argument directly.

Up to the end of his fourth chapter, Haugeland seems to be presenting a tentative defence of strong AI—that is, the possibility that certain programs might execute meaningful operations. In the last two chapters, he unexpectedly holds his true colours and lets loose a broadside of doubts. Having, as already noted, pointed out the limitations of the "general problem solver", he goes on to expose the deficiencies of what is perhaps the other most renowned AI program, SHRDLU, written by Terry Winograd. SHRDLU manipulates (on a visual display) a toy world of blocks—pyramids, cubes, and so on. If told to put the green pyramid on the red cube, it will do so. If there is another block already on top of the red cube, it will start by removing it in order to carry out the above instruction. It therefore both "understands" a limited language and can "plan".

Haugeland's main criticism is that the micro-world in which SHRDLU operates is so limited that the program cannot be said to have any understanding. It "knows" nothing about the blocks except how to move them to a given place: it has no knowledge of what else they could be used for—for example, swopping for another article, on fact, "SHRDLU performs so glibly only because its domain has been stripped of anything that could ever require genuine wit and understanding.

Moreover, it does not deal with the "frame problem" which Haugeland and many others see as a major obstacle to devising a system that would even begin to think of an intelligent. The problem is how to keep track of changes occurring in the world. Supposing we are told that a father is carrying his baby and moves to a corner of the room. Where is the listener—in the corner of the room, unless of course the father has carelessly dropped it or unless it is tied to the ceiling. Almost any event, as Haugeland demonstrates, can have a number of consequences. One might think that the failure of AI to solve this problem

is merely due to the impossibility of giving a program a huge knowledge base, but even this could be provided: it still remains the problem of ensuring that the program has the right knowledge for explaining consequences of a given event, to list, since the changes brought by a single event can multiply endlessly.

Haugeland also points out that understanding even the simplest variation, one must know all other speaker's intentions as well as also know the pragmatic discourse. For example, to understand the following conversation, it is necessary to know that people normally make relevant remarks: a son wishes I had money to go to the bank, and his father replies, "The bank is moving". The implication here, Haugeland puts it, that "there is in law moving".

If AI is weak or even wholly deficient in dealing with this problem, it is even more deficient in dealing with a variety of other aspects of the mind. How could a computer simulate the experience of seeing, hearing, hunger, delight, gratification, embarrassment or patience? And if it has no direct experience of these, passions, emotions, moods, self-awareness or stories that depend just these experiences?

The final spectre Haugeland introduces is consciousness itself, although he keeps his discussion short. He mind nothing has been written on consciousness that is worth the processor paper on which it is written, except possibly for a few and destroying some of the more elaborate theories.

Having raised all these problems, Haugeland ends by declaring himself not an unbeliever but an agnostic: he refuses to foretell the future. Time alone will tell, although the AI community keep on trying to consider programming computers goals very different from most of ours—for example, to earn the money of people, to exercise curiosity, make moral judgements and act. There is a further move which fails to explore. Supposing a computer were able to interact through the world and had a learning capacity of any magnitude greater than any existing program. If this were achieved, it would make computer intelligence much more similar to our own. But the problem of feelings, emotions and consciousness remain: such a computer would have experience, but it would not have a practical joke on a program. The truth is that since we have no scientific understanding of our own emotions and feelings, it is idle even to try implementing them on a computer and the few programs purporting to mimic emotions have been as silly as ever written.

Even though many of Haugeland's arguments are not new, his book is salutary and should be accessible to any reader, for it is written with wit and vigour. However, although he is clearly aware of it, he does not make sufficiently explicit that many of the problems he raises, for example, the "frame problem" (how to keep track of the consequences of an event) have not been formulated clearly and have not been worked in AI. Indeed, one of AI's greatest achievements is to pose and clarify the problems that are normally human beings solve effortlessly. Workers in AI may have set out to remove the mystery from intelligence, but their greatest achievement to date has been to exhibit the mystery of common sense.

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BOOKS

Man of the theatre

Granville Barker and the Dream of Theatre
by Dennis Kennedy
Cambridge University Press, £25.00
ISBN 0 521 25480 9

In 1977 the National Theatre in its new home on the South Bank marked the centenary of Harley Granville Barker's birth with a production of his comedy, *The Madras House*, directed by William Gaskill. This event confirmed the rehabilitation of Barker as a dramatist initiated a decade earlier by the Royal Shakespeare Company's revival of his first major play, *The Marrying of Ann Leete* (1902). Now *The Voyage Inheritance* and *Waste*

have regained their place in the repertoire and the BBC can refer to Granville Barker as "generally recognized as one of the great dramatists of the century".

This is a far cry from 1961 when Marjory Morgan prefaced her study of his plays, *A Drama of Political Man*, with the tentative claim "a very interesting and commonly underestimated playwright". Her scholarly and speculative work had been preceded in 1955 by *Harley Granville Barker: man of the theatre, dramatist and scholar*, a partial and ill-documented biography by C. B. Purdom. Eric Salmon's *Granville Barker: a secret life* (1983) furnished a useful counterweight to the bias of Purdom's account, though far too much of its length is given over to the fatuous gossip that surrounded Barker's admittedly intriguing private life.

Dennis Kennedy in this latest book will have none of this; in *Granville Barker and the Dream of Theatre* he is concerned exclusively with analysing Barker's innovative work in the fields of directing, playwrighting and repertory management, relating the whole to his prophetic dream of a national theatre.

Following the self-imposed exile of Edward Gordon Craig from England in 1904 it was left to Granville Barker virtually alone to extricate the English theatre from the grip of the mindless spectacular on the one hand and the long-run commercial success on the other. Thanks largely to him, the functionary stage-manager was transformed belatedly into the director, and London, at least, finally had the opportunity to witness productions that could stand comparison with what Stanislavsky, Meyerhold and Reinhardt had achieved abroad. Kennedy's vivid evocations suggest intriguing comparisons with the early work of these masters of the stage, yet almost certainly Barker knew little of what they were doing. If those with cash and influence had had ears to listen to him, we should not have had to wait a further fifty years for the rise of the modern theatre that Granville Barker prescribed in such precise detail, and he himself might have gained the space towards which his work as a director was constantly straining.

If one thing is clear from Dennis Kennedy's admirable work it is that the English theatre had only itself to blame when the remarkable talent of Harley Granville Barker was lost to it in 1918.

Edward Braun
Dr Braun is reader in drama at the University of Bristol.

Age and eminence

The Creating Word
edited by Patricia Demers
Macmillan, £25.00
ISBN 0 333 39132 2

The Creating Word is the title given to a collection of papers emanating from a conference held at the University of Alberta in 1983. The conference itself was called "The Learning and Teaching of English in the 1980s". However, there is little of the 1980s in this compilation. Age and eminence

seems, is forego taking seminars: "as we all know, it is a great deal easier for a professor to talk all week than to intelligently read and write his own critical comments on twenty or thirty papers". However, the professor will have to remember that, every time he asks for work, he will get, to use Mr Wiebe's cheerful idiom, a stack of papers up to his nose. Nevertheless, Mr Wiebe is a voice very much of our time, when students tend to have little practice in writing and to need much more. They are, after all, judged neither on their intelligence nor on their reading, but on what they can get down on paper under highly restrictive conditions.

It is true that these conditions could be changed, and perhaps they ought to be. However, the contributors to this volume have each had an average of thirty years or more in which to effect a transformation in English studies, and what really, of consequence, has been done? We still expect from our students a mode of performance which would have looked familiar in the classrooms of Professor Bradley and Professor Greenlaw. *The Creating Word* may have been published in the 1980s, but it reflects a world more solid than the one we inhabit now. This compilation should be compared with (say) Peter Widdowson's *Re-Reading English* or the proceedings of the Essex sociology of literature conference. Explorations such as those are liable to make the certainties of most contributors to this volume appear archaic.

Philip Hobbsbaum
Philip Hobbsbaum is titular professor of English literature in the University of Glasgow.

text so disjointed or a reader so unpractised that no sort of reading can be said to take place?

Can, in fact, reading be taught? Norman Page, late professor of English at Alberta, analyses George Eliot to demonstrate that the role of the reader can be active and creative. However, even bright student nowadays is likely to approach a large-scale Victorian novel with a circumspection akin to that which those of Professor Page's generation probably showed towards their Latin prose some thirty or forty years ago. It is true that Robin Skelton, no longer one of our young poets, variegates mere reading by persuading his students to parody verse and even to write verses of their own. But this is the age of the student on campus. The "short, lucid, delicate lyric" of Herrick or of A. E. Housman is liable to be engulfed by the sound of music.

"Children discover many conventions of capitalization, punctuation and spelling with very little direct teaching," writes American professor Martha King of Ohio, and one wonders whether, other than Ohio, she has been all this time. "Narrative autobiography then is the form which daily represents... what we perceive or imagine about ourselves in action"

writes John Dixon, late of Bretton Hall College; but how does one apply this aperçu to the cycle of class-examinations? The papers, so elegant in their presentation here, already belong to a world that has slipped and gone. Yet, there is something to be said for it. In spite of the overall mandarin quality, there sounds one discordant cry. Rudy Wiebe, who still professes English at Alberta, demands of his audience, "Creative Writing: can it be taught?", and evidently expects a resounding "Yes!". All we have to do, it

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BOOKS

Machismo in the mountains

The Poetics of Manhood: contest and identity in a Cretan mountain village by Michael Herzfeld
Princeton University Press, £26.50
ISBN 0 691 01410 1

Crete conjures up a classic Braudelian image of the autonomy of the coastal plains and "mountain freedom" — a world of hardy, egalitarian shepherds whose society is in many respects antithetical to that which lies below them, structured by the authority of the state. The Cretan mountain-dwellers are in particular famous for their sustained resistance to Turkish rule and then to German occupation. Their values, well-expressed in the motto of the Cretan writer Kazantzakis, "I hope for nothing; I fear nothing; I am free" — made them heroes at times when such qualities were positively endorsed in a Greece fighting to escape foreign domination. Today inevitably they are frowned on; Cretan shepherds are now caricatured as "goat thieves and knife pullers", a survival of primitivism outrageous in a modern state.

Herzfeld's excellent and sensitive ethnography of the pseudonymous village and inhabitants of Glendi, a mountain village in central Crete, is concerned with just these attributes and the ways they are lived and reproduced among Glendians — especially men but also to a lesser degree women. The shepherds see themselves, and are seen by others, as living on the margins of effective state authority. The "poetics of manhood" is based on aggressive pride, on competitiveness, intolerance of insults and on strong bonds between men often reinforced by ritual alliance. Card games in the coffeehouses are scarcely disguised contests of virility; the one telephone in the village is controlled by a powerful kin-group so that those in dispute with it cannot avail themselves of its use. Above all, manhood itself and relationships between men have traditionally been measured in terms of their skills as sheep-rustlers.

The explanation of rustling is not

absolute poverty nor the drive to accumulate herds. Meat is strongly desired, considered the only food fit for a man, and the stolen animals are frequently slaughtered and eaten straight away to avoid detection. However sheep-stealing is above all a performance, the appropriate means to show one's skill, daring and subtlety; it is the way to acquire worthy allies outside the kin-group by picking up one's victims those whom one considers men enough to be worthy of one's attentions. Stealing is paradoxically more an act of communication than of material acquisition; one steals to befriend and to avenge insults.

The consequence is that male prowess is identified with illegal activity. This in itself raises interesting questions about the problematic relationship between masculinity and social authority, not only in Crete but as a general sociological issue. How far can masculinity, whatever its specific cultural definition, be achieved without some form of explicit antagonism to authority? Why do some cultures celebrate this antagonism while others try to suppress it? In line with other classic Mediterranean extra-state institutions such as bandits and mafia, social relations in Glendi are segmentary and violent. However while rustling is premised on the inability of the state to control it, it also depends on the protection of powerful patrons whose favours are both a result of and an index of successful manhood. This continues in spite of official denunciation.

Herzfeld acknowledges that the era of classic rustling may be drawing to a close (in official rhetoric it did not long ago); large-scale stealing, using greater violence and motor transport, is a recent development of which Glendians strongly disapprove. Returned *Gastarbeiter* find the old values embarrassing and some prefer the comforts of agricultural or commercial activity. The lean athletic figures of the shepherds are contrasted to the "newly chubby grin" of a young man who preferred to open a sweet shop in Iraklio.

The author does not deny the disruptive and conflictual aspects of emphasis on its integrative function within the logic of traditional Glendiot culture. He stresses the performative aspect of social life, and takes as his material photos, the rhyming couplets which are sung competitively (*man-dinathes*), and particularly narratives themselves. Glendiot men constantly evaluate each others' performance in terms of the meaning *simasio* they evoke. Life, in Herzfeld's words, is regarded as a barren stretch of time, a blank page on which the genuine poet of his



"Group of Eskimo women and children at Fullerton, 1906", a photograph by Geraldine Moody reproduced in *Canada: the missing years* (Hamlyn, £9.95).

own manhood must write as engaging an account as he can. There is then a substantial overlap between how the Cretan shepherds analyse their own social action and the strategy adopted by the ethnographer.

The shift of emphasis from function to meaning is well attested in anthropological analysis; Herzfeld's work owes obvious debts to Clifford Geertz and to Pierre Bourdieu's discussion of "symbolic capital", but is also indebted to semiotics. His attention to aesthetics, and to social discourses is symptomatic of the influence of post-structuralism on recent ethnography. Classic Malinowskian canons of research dictated that what people say about their action should not be taken at face value. But in studies such as this "face value" is precisely the focus of interest. In Glendi reputation is built not only through admired forms of behaviour, but also the recounting of the behaviour. It seems ideal as an anthropological strategy to derive the kind of concepts the people themselves use to understand their action.

However, the extensive use of literary and aesthetic techniques for understanding social life inevitably privileges certain forms of behaviour over others. It is striking how many of the

more successful ethnographies using such approaches take as their object of study highly theatrical forms of male behaviour. Examples could be cited from the work of anthropologists otherwise as different as Bourdieu, M. Rosaldo, G. Lewis, Brundage, or Geertz himself in his classic study of the Balinese cock-fight. In Herzfeld's account, Glendiot women are either silent spectators and supporters of their manfolk, or gain approval by temporarily and partially behaving in masculine ways. Would it then be possible to write a parallel "poetics of womanhood"? I doubt it, since at least in Mediterranean societies so much of femininity is defined negatively. How far can aesthetics serve to analyse behaviour which is muted and hidden? I suspect that for all its attractions, it will prove to contain serious weaknesses within its very strength: by celebrating the categories of those who are dominant in a given situation it effectively silences the possibility of critique.

Olivia Harris

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Everyday Indian stories

Tales of Yanomami by Jacques Lizot translated by Ernest Simon
Cambridge University Press, £20.00 and £6.50
ISBN 0 521 30016 9 and 31451 8

The Yanomami Indians of the Venezuelan jungle are already notorious among anthropologists. In *Yanomami: the fierce people* (now in its third edition) Napoleon Chagnon, professor of anthropology at Pennsylvania State University, portrayed them as vengeful, violent aggressors who snort hallucinogens almost daily, beat their women savagely, kill their unwanted baby girls, drink the crushed bones of their recently dead, and war almost constantly among themselves — sometimes with murderous results. Jacques Lizot, a French anthropologist who has lived with the Yanomami for over six years in total, aims to correct what he considers an exaggerated view. His book, originally published in French in 1976, provides an entertaining and instructive ethnography. It is a welcome complement to Chagnon's approach.

Chagnon wrote his ethnography in a conventional mode. Most impressed by the traces of aggression in Yanomami life, he organized his material so that students "could appreciate the effects of warfare on Yanomami culture in general and on their

social organization and politics in particular". After describing the nature and arduous conditions of his field-work, he listed their material culture and cosmology, detailed their social organization, and linked that to processes of village fission. A chapter on the interrelations between political alliances, trading, and feasting leads up to his concluding account of warfare. Each section of the book consists of detailed ethnographic statements about social rules and deviations from them, followed by concrete examples. Most sections end with sociological generalizations, often of a functionalist type. Chagnon did provide more personal details about certain people with whom he lived than is usual in most ethnographies, but these provide examples for his formal analysis and are not central to the book.

Lizot's book is very different. He does not mention himself and he analyses very little, for he wishes to suggest sociological interpretations rather than state them. The Yanomami of his ethnography, though sporadically violent and occasionally cruel, are also sensitive and subtly understanding of others. They may go on raiding parties, they also joke and cheat one another. The stories told by a few of his Yanomami friends form the core of the book, which is divided into three sections: daily life in the village; shamanism and sorcery; relations of war and peace between groups.

Among the many revealing, often tender stories in the first section about adolescent love and illicit sex is that of one boy's sexual education, from an ignorant attempt to copulate with a chicken, to his first affairs, his attempt to marry and subsequent discovery that his wife and best friend were already lovers. One woman tells of her lesbian introduction to sex, of the joys

of masturbation, and of her unhappy marriage to a much older man. One widowed, she forms an "incestuous union with a close relative, to the disgust of several villagers. Stubbornly refusing to leave one another, the couple eventually win others' tolerance. Lizot shows that though women's lot is not "have their own little secrets, their own magic practices, their own rituals". In the book's second section, a long account of one man's schooling, week-long druged initiation, shamanism. The initiate speaks of spirits possessing him while three men instruct him in the rules of practice. The last section describes the careful forging of an alliance between two villages, at a feast and a subsequent war expedition. The war failure: the onens were bad and the warriors were reluctant.

By fashioning a judicious mixture of anecdote, myth, jokes, pastoral description, ordinary conversation, personal accounts, and brief anthropological comment into a readable whole, Lizot displays a novelistic flair, painting a dense, vivid picture of life in a tropical rain-forest.

Timothy Asch, an American filmmaker who has worked with the Yanomami, argues in a foreword that Lizot leaves unclear the source of certain stories describing people, blurs the genres of fiction, biography and ethnography. This is not a criticism, of necessity, and must take indigenous statements about psychological states on trust and must trust their readers. All Lizot has done is to transform statements of the type "X said that he felt Y and so did Z" into "X, feeling Y, did Z." He has simply made a stylistic change so that his text flows more smoothly. What grants him the authority to make this change is his unusually long period in the field, his patent rapport with the Yanomami and his established reputation as an excellent ethnographer. In the preface to the English edition, he states that "all the ethnographic details, all the beliefs I report have been carefully verified". Lizot is not blurring genre, rather highlighting the constructed nature of ethnography.

Lizot's ethnography is not unique. Others have already written evocative accounts of exotic life (Colin Clark's *The Forest People*), or less successfully edited oral traditions (Oscar Lewis's *The Children of Sanchez*, and Marjorie Shostak's *Ake: life and words of a Kung woman*). Such books are rare and Lizot's is a particularly skilled performance. His unsentimentalized portrait, illustrated with over 30 photographs, is an important contribution to studies of South American Indians, and will provide students with a stimulating introduction to life in traditional, non-industrial communities.

Jeremy MacClancy

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BOOKS

Following Popper

Treatise of Critical Reason by Hans Albert
Princeton University Press, £32.30
ISBN 0 691 07295 7

Hans Albert's *Treatise of Critical Reason* is the handsomely produced translation of a book originally published in German in 1968. Professor Albert is the leading German exponent of Sir Karl Popper's critical rationalism: one who believes that Popper's hypothetico-deductive method, his rejection of what he regards as a fruitless search for certainty in knowledge, and his insistence that the objectivity of knowledge can nevertheless be saved from the criticism of scepticism and relativism, provides the inquirer with an appropriate approach to theoretical and practical questions arising in all fields from the philosophy of science to matters of social policy.

"Those who abandon the search for truth and certainty," Albert writes, "have no reason to surrender to scepticism or relativistic views." For while empirical evidence is never sufficient to provide us with the assurance that our explanations are certainly true, it can lead to the falsification of theories. All knowledge is hypothetical and provisional. The testing of hypotheses consists in the attempt to falsify them. And, in every case, the hypothesis to be preferred is that which has not only resisted our efforts to prove it false, but which is best corroborated, in the sense of being compatible with the evidence available and which has the most explanatory power. Science consists of testable hypotheses that can in principle be falsified. The source of such hypotheses is unimportant. They may derive from speculative metaphysical theories that are themselves untestable or from momentary hunches, as well as from the experience of scientific or social research.

In the English-speaking world Popper's philosophy of science and the cautiously reformist view of politics entailed in the same "fallibilist" approach to knowledge have enjoyed widespread popularity. Though even here it is notable that his work has not achieved wider acceptance among those engaged in practice, whether of science or of politics, than among professional philosophers. In Germany, with its very different philo-

sophical traditions, critical rationalism has had to establish itself in the face of a philosophical establishment deeply influenced by current of thought, whether derived from Hegel and Marx or from Heidegger, which reject in principle both the Popperian notion of testability and the suggestion that there is any single approach capable of throwing light upon the subject-matters of both politics and science.

Albert's book appeared in the aftermath of what came to be known as the "positivist dispute" in German sociology: a dispute which pitted Popper and his followers not only against the neo-Marxists of the Frankfurt School, but, as the volume makes abundantly clear, against the dominant hermeneutic strand in German philosophy, represented by thinkers influenced by Heidegger, and, above all, by Hans-Georg Gadamer whose *magnum opus*, *Truth and Method*, appeared in 1960. In view of the increasing influence of hermeneutic approaches in anglophone philosophy and social science in recent years, Albert's *Treatise* has much greater relevance to the intellectual scene in Britain and America today than it would have had if its translation had appeared a decade ago.

The book is, as the term "treatise" suggests, a systematic attempt to show the way in which critical rationalism can solve and often dissolve many of the problems inherent in other philosophical approaches. Beginning with an attempt to show that the search for certain foundations for knowledge, whether cast in empiricist or Cartesian "intellectualist" terms, is doomed to failure, Albert goes on to expound the logic of the Popperian critical approach. In successive chapters he applies this strategy to problems of knowledge and decision, mind and society, faith and knowledge, meaning and reality, and the question of whether there can be such a thing as rational politics.

The *Treatise* is marked by a strongly polemical tone, especially in those sections in which Albert discusses the arguments of theologians, whom he accuses of employing rational, critical arguments only so long as they leave the foundations of belief unquestioned. Hardly less fierce is his attack on Gadamer's philosophical hermeneutics which he accuses of universalizing the dubious arguments of theology in an attempt to replace rational explanation with a form of sympathetic understanding of meaning which, a priori, rules out any possibility of criticism. Albert complains, justifiably enough, that his arguments and Popper's are often misrepresented by their philosophical opponents. He is, in his preface, particularly anxious to counter the "careless report" of his views contained in Rüdiger Gubner's recent survey *Modern German Philosophy* (1984). At the same time his

regarded them as analytically or logically necessary. The core of the collection of essays consists of highly interesting, stimulating and worthwhile case studies, which show that philosophers can, and frequently do, fall victim to illusions which arise from conflating analytical necessity with factual information as well as from confusing the common-sense meaning of concepts with some unrecognized, eccentric modifications of it. Thus it is shown that conventionalists — and at times even Wittgenstein — tend to identify the accepted linguistic usage on which a proposition's necessity is based with this necessity itself. Mathematical, empirical and pseudo-meaningful generalizations are clearly distinguished. Of particular importance is the criticism and refutation of a long line of arguments, stretching from Zeno to Bradley, which are intended to prove that the common-sense concepts of space, time, relation and quality are self-contradictory. The essays clearly show that a wide field of philosophy consists of pseudo-problems which, unlike real problems, cannot be solved, but only dissolved.

But is all philosophy nothing but a linguistically contrived illusion? The correct answer is, I think, clearly "no", and this can be supported by a variety of examples. They include the "metaphilosophical" case histories of philosophical illusions contained in some collection of essays, the accounts by Wittgenstein and others of the logical structure of ordinary language and of its relation to various special disciplines; the work of logicians from Aristotle to the present day; and last, but not least, the proposal and defence of certain metaphysical propositions — provided that they are not understood as necessary and true, but as more modest and realistic fictions. For it can be argued that some metaphysical theses can be, and often have been, accepted by a thinker or group of thinkers as principles which, though neither logically necessary nor capable of a definite empirical verification or falsification, are yet *supreme* in the sense that any proposition which is inconsistent with them has to be rejected. Thus Einstein in formulating the theory of relativity accepted the principle of continuity in this fashion, while Bohr in formulating the Copenhagen version of quantum-mechanics so accepted the negation of the principle. The use of the principle and its negation by these physicists might well be compared to the employment of engines which are working and not idling.

In summary, philosophy can in ways which sometimes are far from obvious be intellectually fertile and it can also be intellectually sterile. It is, therefore, a great merit of Alice Ambrose and Morris Lazerowitz to have shown this and to have explained why a certain kind of apparent philosophical insight comprises no more than sterile illusions.

Stephan Körner

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Sterile illusions

Necessity and Language by Morris Lazerowitz and Alice Ambrose
Croom Helm, £25.00
ISBN 0 7099 4101 3

The main purpose of this collection of essays, which is the result of a long and fruitful collaboration of the authors, is to demonstrate that philosophy, as exemplified by its central doctrines from the times of the pre-Socratics to our own day, is no more than "a linguistically contrived illusion".

Although the authors acknowledge their deep indebtedness to Wittgenstein, they disagree with some of his views and consider his mode of presentation, in particular his frequent use of metaphors, as *sonno voce* and as "softening the hard things he saw".

The illusion which they try to exhibit can be roughly compared to the self-deception of a weather forecaster who believes that by telling his listeners that it will rain or not rain tomorrow, he gives them some factual information about tomorrow's weather. A somewhat more detailed account of what they argue philosophers are doing would run as follows: a philosopher rightly claims that a philosophical thesis is necessary or, which comes to the same thing, that its negation is impossible. He also wrongly claims that the thesis has factual content. A philosophical proposition's necessity is based on the linguistic usage of the terms in which it is expressed, in particular on their definitions. The wrong appearance of factual content is due to a hidden, more or less drastic modification of the everyday use of the terms — a modification which may, and often does, create the illusion of a new empirical discovery. Since no proposition can be both necessary (in virtue of linguistic usage) and contain factual information about (non-linguistic) phenomena, the proposal and defence of such a proposition is intellectually absurd and defective, as Wittgenstein put it, "like an engine idling, like one which is doing work".

Below the intellectual weakness, which is the immediate source of the linguistic illusion, lies "a complex of unconscious fantasies" by reference to which the weakness can after the fashion of Freudian psychoanalysis be explained and possibly cured. Kant's principle of causality, according to which every event has a cause, and his other so-called "synthetic a priori" principles, for example, the principle of continuity, according to which every change is continuous, are considered as prototypical examples of the illusion. The authors argue (I think rightly) that Kant regarded the acceptance of these principles as necessary conditions of meaningful thought, and, therefore, as not admitting any alternatives, and they conclude (I think, wrongly) that — contrary to his explicit and vigorous denials — he

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Library services to older people by Marianne Dee and Judith Bowen, 194p, 1986. LIR Report 37 ISBN 0 7123 3056 9 £12.50
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Designing an online public access catalogue: Okapi, a catalogue on a local area network by Nathalie Nadia Mirev, Gillian M Vennor and Stephen Walker, 268p, 1985. LIR Report 39 ISBN 0 7123 3058 5 £20.00
There is a full description of Okapi under the headings: source file, indexing, search functions, user interaction and evaluation. There are also chapters on online public access catalogues in general, on local area networks and recommendations for future research.

BLEND-4: user-system interaction by D J Pullinger, 88p, 1985. LIR Report 45 ISBN 0 7123 3070 4 £15.00
The author describes the interaction of a group of users with the Birmingham and Loughborough Electronic Network Development (BLEND) system over a four-year experimental period.

British National Bibliography Research Fund Report

The Fund exists to support research on the general use of books, and the relationship between publisher, bookseller and librarian, and now focuses on the impact of information technology on the book world.

Books in Wandsworth by Sandra Cook, 100p, 1985. BNB RF Report 18 ISBN 0 7123 3048 8 £10.50
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BOOKS

Party decline

The Breakdown of Democratic Party Organization 1940-1980
by Alan Ware
Clarendon Press: Oxford University Press, £22.50
ISBN 0 19 827477 7

Even the most casual observers of the American political system sense that it is in serious trouble. Over the past two or three decades, the supposedly apolitical parts of government – the judiciary and the bureaucracies – personally have become the leading actors in the system. There is a decline in those political branches of government that are supposed to be most directly in touch with public opinion. Legislators act as ambassadors rather than as proper legislators, and executive officials (even those who like President Reagan enjoy a certain amount of popularity) find it difficult to control their own bureaucracies, let alone the legislative agenda. At the heart of this decline of the political branches is the decline of the political parties: individualistic, non-party campaigning

gets people elected but does not produce durable governing coalitions. Explaining the decline of the parties has therefore become a major concern to students of American politics. What we are offered in Alan Ware's new book is not a remarkably different view from the one that we know from other studies of American party decline, but we are given a very clear and colourful look at certain trends, along with a very thoughtful review and analysis of the substance and the causes of party decline. Ware conducted interviews with and questionnaire surveys of politicians and their aides in New York City, Denver, and the East Bay area in California (which includes the cities of Oakland and Berkeley). The advantage of his book over previous works is that he has actually done this kind of empirical study at the local level that everyone realizes must be done but no one ever gets around to doing.

There are many reasons for the dearth of such investigations. As Ware observes, many political scientists are obsessed with quantification, which is more difficult at the local than at the national level, and which generally makes the electorate rather than politicians the centre of attention. Perhaps political scientists have also sensed the danger of agnosticism lurking within Ware's method. In the United States perhaps more than in most other countries, when one focuses on various localities, one's powers of generalization become severely tested. One can be left with little to say beyond the fact

that different things happen in different places at different times, at different speeds, and with different results. Ware's book occasionally hovers on the brink of this tempting but unsatisfying conclusion. He establishes that the problems confronting American political parties have produced a variety of responses by candidates. Most interesting is the development in California of what he calls "warlordism": certain elected officials – the "warlords" – are strong enough to hold crucial times, thereby establishing a linkage between candidates that is absent from the more atomized electoral competition that has replaced party organization in places like Denver. Some might see California as the wave of the future in this as in so many other spheres, but Ware cautions that "the conditions favourable to the growth of 'warlordism' in California were highly unusual, and no one could possibly claim that this will be a model for relations between candidates elsewhere."

However, Ware is too much the political theorist to leave us with no generalizations. He insists that party decline has occurred nationwide, albeit with many local variations, and he is quite precise in his reasoning about the basic causes of this decline. He challenges the view that the rise of the new campaign technologies (opinion polls, television, computer-assisted mailings) and of the political consultants who sell them to the candidates merely filled a vacuum left by the

already moribund party machines. After all, he argues by analogy, the replacement of canals by railways in the British economy in the 19th century was not a sign that the canal system was in decay. In other words, especially in a party system already as decentralized and as freely financed as the American one, the availability of the new, candidate-centred technologies might well have been a sufficient cause of the abandonment of party organizations. On the other hand, leaving aside the new technologies, the longer-term causes of Democratic party decline – demographic changes, the decline of labour unions, the rise of more independent black politicians, declining party patronage – were also sufficient causes of organizational collapse.

On top of these two basic factors came the stresses on the parties caused by the issue conflicts of the 1960s (and exacerbated by the internal party reforms that arose out of those conflicts). That Democratic party cohesion has not entirely disappeared seems to owe much to the Republican party, whose own persistent partisanship has prevented the Democratic party from becoming a completely non-partisan party, a mere label of convenience for politically unrelated candidates.

This last point compels the observation that the strength of this book – its concentration on one party in several locations over the last four (especially the last two) decades – is also its weakness. Ware acknowledges that one must broaden the scope of inquiry

to include the Republican party in order to understand the American party system. Yet he never raises the simple question that is often raised: more national, more historical, more electorally-oriented studies of American parties: is the Democratic party that he studies decaying, or is it useful? Is it dying because it is a Republican party coming to its senses? Or is it dying because the Republicans? Such questions, he (as Ware complains much European political science is) to ignore the capacity of American parties to be strong without being ideological. But it is needed to be better understood: Europe – should not be understood as being incompatible with the economic injection of hotly-contested ideological issues into the party system. In fact the history of the American party system may even be required from time to time in order to rejuvenate party morale. If such injections are renewed, party decay may well be the natural state of the American political system, leaving American government fragmented and self-directed – in other words, cut off from the constructive of American public opinion.

John Zvesper

John Zvesper is lecturer in politics at the University of East Anglia.



November 1985: Ronald Reagan and Mikhail Gorbachev

major issues since 1953 and places emphasis where emphasis is due. Thus he leaves the reader in no doubt that the Cuban Missile crisis was the crucial factor in easing relations between the superpowers after 1963. His downgrading of the role of the Vietnam war in US-Soviet relations is both timely and refreshing.

The book is short and economical in its selection of evidence and use of words. At times this very virtue can pose problems. Stevenson's preoccupation with literary and organizational symmetry is exceptionally useful, but, alas, can be dull. All his points in every chapter are listed: "first", "second", "third", and so forth. Clarity exacts its price by diminishing excitement. In the same vein, in his attempt to retain coherence, he very occasionally produces questionable interpretations. For example, I doubt

whether the new superpower relationship established by the Nixon-Brezhnev agreement "succeeded" in preventing the Yom Kippur war from "expanding into a superpower confrontation". While the leaders did try to manage that crisis, I suspect that the combination of fear and common sense ultimately determined the outcome. However, these quibbles will not stop me from referring to this book on many future occasions. And when the going gets tough, I trust that whoever occupies the White House or the Kremlin may find a moment to refer to this book for reassurance that things can get better.

Robert Garson

Dr Garson is lecturer in American studies at the University of Keele.

Social democratic politics

West German Politics, third edition
by Lewis J. Edinger
Columbia University Press, \$30.00 and \$10.00
ISBN 0 231 06090 4 and 06091 2
Policy and Politics in the Federal Republic of Germany
edited by Klaus von Beyme and Manfred G. Schmidt
Gower, £16.50
ISBN 0 566 00804 1

Lewis Edinger is a leading American scholar of the politics of the Federal Republic. This is the third edition of his well-known textbook. In the first edition (1968) Edinger reflected American concerns about the stability of the Bonn Republic, by

giving an extended insightful analysis of West German attitudes towards the nascent democratic system. In the second edition (1977) he concentrated more on political attitudes and some process of policy-making, playing down the exceptional nature of the Federal Republic and presenting rather "a study of the politics of an advanced industrial society with a German accent". The third edition of the second. The major changes are a greater space devoted to policy-making and an attempt to incorporate the insights of other scholars (Kenneth Dyson, for example) on the party state.

The strengths and weaknesses of Professor Edinger's approach have also stayed pretty constant in the last two editions. He remains an excellent guide to informal political processes, parties and the political orientations of West Germans. These are not small achievements since much writing in these areas ends up confronting students with an attitudinal maze. His writing is elegant and lucid but his concern to simplify will sometimes, as

he himself recognizes in the preface, make his professional colleagues think that he has sacrificed understanding to facility. As in every textbook, there are judgements that one would like to challenge. It is by no means clear, for instance, that agricultural organizations have lost their political clout as he asserts if we look at the priority given by the federal government to maintaining a high level of agricultural prices in 1985.

One weakness of this edition reflects the fact that it is framed for an American audience. For British tastes there is too little on *Wirtschaftswunder* happened in the three and a half decades of the Federal Republic's history. The material on governmental structure and policy-making is also somewhat thin. The institutional treatment is very weak in comparison to Nevil Johnson's *State and Government in the Federal Republic of Germany*. The section on policy-making has been expanded to include among other things a number of case studies but the treatment is still somewhat cursory and the case studies, with few exceptions, are composites of presentations of other authors' case studies. On balance the book is a lucid and sympathetic account of the politics of the Federal Republic but British academics are likely to find it a little bland, a little lacking in edge and reluctant to rely on Gordon Smith's *Democracy in Germany*.

The end of 13 years of the centre-left (SPD-FDP) coalition and its replacement by a Christian Democrat led centre-right coalition was accompanied by much talk of change in direction. The collection edited by Klaus von Beyme and Manfred Schmidt looks at the extent to which there has been any real change in policy as distinct from a change in rhetoric. Von Beyme concludes that the change has primarily been at the level of rhetoric and, even there, the change has been limited. "No German Christian Democratic Chancellor would have dared to declare as Mrs Thatcher did in 1982 that after his victory everything would change. The limited success of social democratic politics in a system like Germany's is rewarded by limited change after an alternation in power". The relative continuity in policy does not mean that parties have no impact on policy. However the role of the parties emerges particularly clearly in the chapters by Gunther Schmidt on labour-market policy and Hermann Drümmer *et al* on energy policy.

W.E. Paterson

Dr Paterson is Volkswagen reader in German politics at the University of Warwick.

BOOKS

HISTORY

Roots and branches

Wine for Sale: Victoria Wine and the Liquor Trade, 1860-1984
by Asa Briggs
Batsford, £14.95
ISBN 0 7134 3752 9
First with the News: the history of W. H. Smith, 1792-1972
by Charles Wilson
Cape, £16.00
ISBN 0 224 02156 7

A quarter of a century ago, when business history was described by Professor Thorold Baskin and his colleagues as "a branch of historical writing which has come to life in Britain within recent years", many businessmen were properly criticised for entrusting the compilation of the histories of their companies to writers – often well-known writers – who had no historical training.

The observation of Professor Briggs, as he likes to be quoted in his explanation, "The lure of a great name goes far in a board room"; and businessmen were advised, if they wanted the best business history, to "commission someone trained in historical research who knows where to look for historical information, how to collect and process it and place it in its historical setting... readability is not enough. Business history is not a bedtime story."

This admonition has been taken to heart by the Victoria Wine Company and by W. H. Smith & Sons. It would be difficult to fault the credentials of their chosen biographers. The pity of it is that the opportunities open to each of them were so different: where Professor Wilson had a vast and varied mass of manuscript sources at his disposal,



The W. H. Smith newspaper despatch room, 1905.

Lord Briggs had almost none. The quality and value of the two books as business history clearly reflect this fundamental difference.

Lord Briggs has done his best. His history does tell the story of the firm founded by William Winch Hughes, but at its conclusion the reader has learned infinitely more about the factors operating on the fluctuations and growth of the wine and spirit trade (particularly the influence of government legislation and the incidence of taxes) and the attitude of the British people towards wine drinking, than about the Victoria Wine Company. Particularly frustrating is Lord Briggs' inability to develop in detail the theme of the evolution of Victoria Wine as a business story. Hughes had opened some sixty shops before John Sainsbury opened his second, and before Michael Marks had even met Tom Spencer.

Nevertheless, by ransacking the voluminous proceedings of parliamentary select committees, by making telling use of the *Wine Trade Review* and a wide range of esoteric references (the discovery of which must have been infinitely wearisome), and by the analysis of numerous wine lists, Lord Briggs does add to our knowledge of advertising and the role of acquisition and mergers in the increasingly concentrated structure of the liquor trade (Victoria Wine – though retaining its own distinctive identity – is now part of Allied/Lyons).

He provides, too, some useful statistics of the international wine trade, domestic consumption of wines, and of the level of prices, but it must be said that this is a disappointing single, undivided chapter. Briggs has been forced to make bricks without straw and, with all his skills, he has been unable to disguise the fact. That many of the materials which he might have used were lost in the blitz is a matter for sympathy; but there is little excuse for the fact that more recent records were not consulted because they "are now buried in bigger archives".

What we may imagine Lord Briggs struggling with scarce resources, Professor Wilson may be envisaged positively reveling in his voluminous – if still fragmentary – archives. His truly magnificent study of W. H. Smith is one of the finest business histories ever produced: a worthy successor to his seminal *History of Unilever*. Fascinating from start to finish, illustrative of so many fundamental themes in recent economic, business and social history; replete with innumerable trenchant observations, many of which are literally thrown away for example, "The word 'revolution', borrowed from older political technology, is too indiscriminate and sharp a description of the process of socio-economic change in town and country, which was slow, regional and partly rural"; this study poses a maturity which has rarely been equalled – and never surpassed – in the field of business history.

The book itself tells how W. H. Smith, a volatile yet meticulous man, perceived and exploited the commercial opportunities inherent in contemporary improvements in the printing of newspapers, the development of last century's out of London and the burgeoning demands of provincial readers of newspapers, to establish the firm; how his son, who reluctantly sacrificed a vocation in the church, became a partner and transformed the business by conquering "the railway world of reading" and who, in order to pursue a political career, introduced

professional managers into the firm without diminishing its family characteristics; how one of those managers, C. H. St John Hornby, responded to the crisis created by grasping and short-sighted railway tycoons by diversifying from railway bookstalls to shops; and how subsequent members of the Smith family, ably supported by their partners and senior managers, have continued this process of diversification by going into gramophone records, book clubs, cassettes and specialized book shops.

The abiding strength of the firm has been in its ability to respond positively to crises: crises arising from the problem of managing a delicate complex of relationships with suppliers, customers, transporters, publishers, readers, libraries, newspaper editors and proprietors, unions, trade associations and the like. The entrepreneurial drive of W. H. Smith's may occasionally have faltered, but when the crunches came, there was always someone to save the enterprise from potential extinction and, by injecting new ideas and energy, push the firm forward.

The organizational form of the company may have changed from a sole proprietorship, through various partnerships, to a private and, from 1949, a public company (the various stages in this process being determined as much by the necessity of paying death duties as by more strictly business considerations) but the character of the firm remained essentially unchanged. Smith's traditional expertise has always been in the arts of trade and distribution, not in manufacturing, and their occasional half-hearted attempts at backward integration have been singularly unsuccessful.

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BOOKS

HISTORY

The female line

Women, History and Theory: the

essays of Joan Kelly

University of Chicago Press, £16.50

ISBN 0 226 43027 8

Women in English Society 1500-1800

edited by Mary Prior

Methuen, £14.95 and £7.95

ISBN 0 416 35700 8 and 35710 5

The emergence of women's history in the late 1960s and 1970s, given its connection with the resurgence of women's movement, was characterized by an overwhelming concern with post 1750 developments, with providing a background to "contemporary" or "relevant" issues. A few works disprove this general statement, while such classics as Alice Clark's *Working Life of Women in the Seventeenth Century* served as reminders that women had existed in the pre-industrial world, and that their history was capable of being reconstructed. Nevertheless, even some highly regarded works on women's history gave little more than a caricature description of women in the early modern period, a short preface to the more important (and more accessible) world of the 19th and 20th centuries. These two, very different books are contributions to an increasing number of works which are providing an important corrective to this situation.

Joan Kelly was, before her death in 1982, a professor of history in New York. She was a Renaissance scholar, and a Marxist feminist. Her essays reflect these preoccupations. Of the five collected in the volume under review, three are theoretical: "The social relation of the sexes: methodological implications of women's history"; "The double vision of feminist theory"; and "Family and society". This last being directed at a popular rather than a scholarly audience. To these are added two more empirical works. "Did women have a Renaissance?" and "Early feminist theory and the *Querelle des Femmes*". Throughout, Kelly's work was informed by the notion that those events which "changed the course of history" (those which most commonly appear in the history books), even (or perhaps



Catherine of Aragon, 1501, by Michel Sittow, from *Royal Childhoods* by Charles Carlton (Routledge & Kegan Paul, £14.95).

more specifically the "progressive" ones, might have very different consequences for women than for men. Thus problems of chronology and periodization, categories of social analysis, and theories of social change all look very different when approached from the female, rather than the male, experience. As her non-theoretical essays demonstrate, Kelly was able to support her conceptual framework from a basis of wide reading, deep thinking, and real scholarship. The reader will leave these essays, however, newly aware of how much more work needs to be done.

Reassuring evidence that such work is in progress is provided by *Women in English Society 1500-1800*, a book which will become required reading for students both of women's history and of early modern social history in general. The subjects covered in the essays brought together here are various: marital fertility and lactation; the remarried widow; women and the urban (ie Oxford) economy, 1500-1800; the tribulations of Tudor bishops' wives; recusant women, 1500-1640; and Stuart women's diaries and occasional memoirs. The collection is prefaced by an introduction by Joan Kelly which provides a useful overview of the subject. Perhaps the most interesting section, however, is provided by Patricia Crawford's "provisional checklist of writings published

by women writers in the 17th century. This checklist, which also notes omissions and spoofs purporting to be by women, will be an invaluable tool for those wishing to pursue their own researches into the subject, or who wish to do their students to do so.

As with any collection of essays, the reader will find some items here of value and some of less. But overall, it is a valuable and interesting tool for those wishing to pursue their own researches into the subject, or who wish to do their students to do so.

Together these two books demonstrate the theoretical, methodological and empirical fertility of women's history for the pre-industrial period. They suggest that over the next few years we will experience a growth in the number of works dealing with the history of women before 1750, works which will both develop further the work already done (notably in the areas of family, and women's contribution to literature and intellectual debate) and to number of others (which, craft, female social mobility, female popular culture, and women's participation in riot come readily to mind). The net result will be not only an enrichment of women's history, but also a more general deepening of our awareness of the complexity of past society, and of the exciting potential for reconstructing it.

J. A. Sharpe

Dr Sharpe is lecturer in history at the University of York.

A greater Germany

The Anschluss Movement 1931-1938

and the Great Powers

by Alfred D. Low

Columbia University Press, \$40.00

ISBN 0 88033 078 3

Ever since the revolutionary days of 1848 the foundation of a greater Germany, including all those who spoke German in central Europe, had been the dream of many German and Austrian liberals and nationalists. Yet in 1849 the Frankfurt Parliament opted for a smaller Germany without Austria; 22 years later Bismarck established German unity by excluding Austria from Germany and thus seemed to bury the dream of a *Grossdeutschland* of the days of 1848. But from the outset his German Empire under Prussian leadership had many opponents, among them the founders of German social democracy, Bebel and Liebknecht, who remained firmly *grossdeutsch* in their convictions. The same was true of the leaders of Austrian social democracy, Victor Adler and after Otto Bauer - quite apart from the Austrian pan-Germans who always looked to Bismarck's Germany as their inspiration and example.

When the Habsburg monarchy collapsed in 1918 and the small Austrian state of today emerged, surrounded by hostile succession states, powerful new motives were added to the old longing to be united with a strong Germany: the complete isolation of the new "German Austria", its total lack of food and raw materials and, for the Austrian socialists, their political isolation in Vienna and their hope to find succour from the much stronger German labour movement. In Austria after 1918, all political parties were in favour of the *Anschluss* with Germany, and even the somewhat reluctant Christian Social Party did not repudiate it publicly. But the new German government was much more lukewarm, in view of strong Allied opposition and the great economic and social difficulties it had to face at home. The "Anschluss movement" became above all an Austrian affair,

an expression of the national longing of large sections of the Austrian people: an interesting and important subject for the historian of central Europe.

Unfortunately, Professor Low adds very little to our understanding of this topic and is content to rehash the details of Austro-German relations in the 1930s and of Hitler's policy to annex the Austria of Dollfuss and Schuschnigg, which culminated in the occupation of Austria by the German army. These details have been discussed by many historians. Austrian, German, British and American, as have been the reactions of Britain, France, Italy and the United States to German policy. Even there, however, Professor Low is not a reliable guide. He considerably exaggerates the German enthusiasm for the *Anschluss* in 1918-19; in the later 1920s too, German foreign policy aimed above all at revision of the reparations clauses of the peace treaty and of Germany's eastern frontiers, so that the *Anschluss* was not a German priority.

There is a long description of British appeasement policy and of London's feeble reaction to Nazi aggression in Austria; but it is not mentioned that on March 11, 1938 (the day of the occupation) even the new Foreign Secretary, Lord Halifax, told the German Foreign Minister that Germany had shown "an exhibition of naked force", and "what would prevent her from applying 'in similar fashion naked force' to Czechoslovakia or any other country?" The British people "would violently resent" the methods used against Austria. There are also many errors of detail: for example, Walter Riehl was not an "Austrian deputy" in 1919 as the Austrian Nazi Party had failed to win a single seat in the elections. Nor was Franz von Papen "a former leader of the Catholic Center Party" but a virtually unknown politician until he was made chancellor in 1932. In 1935 E. H. Carr was a permanent official in the Foreign Office and not a "historian and collaborator of the Southern Department". This is a disappointing book.

F. L. Carsten

Professor Carsten's latest book, "Essays in German History", was published in January.

BOOKS

HISTORY

Rebellion in the ranks

Mutiny and Repression: Russian

soldiers in the revolution of 1905-1906

by John Bushnell

Indiana University Press, \$24.50

ISBN 0 253 33960 X

The year 1905 witnessed a "revolution by default" in Russia, made possible by the absence of a tsarist imperial army which was fighting the Japanese in Manchuria when it could have been containing the emergent opposition movement in European Russia. With the end of the Russo-Japanese War by the Treaty of Portsmouth in August 1905, the revolution lived on borrowed time as the imperial army gradually returned to Europe along the Trans-Siberian Railway to equip the Tsar with the traditional "big stick" needed to pound his enemies into submission, most dramatically with the bloody suppression of the Moscow Rising in December 1905.

So much for the legend. John Bushnell pitches into this received impression of the pivotal relationship between the availability of the army and the fate of the 1905 revolution with a formidable array of detailed information on the unreliability of the soldiers as an instrument of tsarist repression and revenge. Over four hundred "mutinies" involving one third of the infantry units of the imperial army are registered for the period under discussion, October 1905 to July 1906. Unsettled by the unrealistic hopes generated by the October Manifesto in 1905 and the convocation of the Duma (the first Russian parliament) in April 1906, the soldiers in the army responded on a scale which effectively disarmed the tsarist establishment and made the survival of the regime through 1905-6 more fortuitous and precarious than has been generally recognized.

The character of the threat to tsarism may be somewhat overplayed. The soldiers were embittered by unexpected defeat in war and overextended by excessive and much-resented deployment as police auxiliaries. The reserve troops were restless for immediate demobilization once the war against Japan was over and agitated by rumours of imminent land redistribution. Although Bushnell shows graphically how the sheer variety of soldier

action makes a nonsense of the idea of "typical" motivation, just how to describe the "corporate mentality" of the tsarist soldier in these exceptional circumstances is problematic. Terms like "demoralization" and "indiscipline" are too weak; "disaffection" and "subordination" come closer to defining a condition which was surprisingly non-violent and stopped well short of anything resembling either "radicalization" or "politicization".

Although spending four years in the Soviet Union, Bushnell was not fortunate enough to be granted admission to the Soviet military archives for the 1905-6. As a result, he has had to rely upon the contemporary press and later Soviet document collections, both inclined to exaggerate and sensationalize the incidence of "mutiny", tacitly suggesting that tsarism itself survived the years 1905-6 more by luck than good management. Insufficient emphasis is laid upon tsarist defusing of the December 1905 crisis by the obvious expedient of raising pay and improving rations, kit and conditions of military service - of buying the loyalty that had traditionally been taken for granted. The military sources illuminating the regime's detailed response to what might be more accurately described as the "insubordination" of its troops, a methodologically vital corrective to

the self-serving press and Soviet accounts, are conspicuous by their absence.

It is not to damn with faint praise to suggest that the uneven availability of relevant primary sources renders Bushnell's investigation the best available interim study. The book is especially rewarding on the psychology and sociology of the troops, providing valuable insights into the *mentality* and "morale" of the peasant-soldier. Bushnell is surely right in asserting that 1906 was no mere epilogue to 1905: 1905-6 must be seen as an unfolding crisis in soldiers' perceptions of authority. It is as a case study in the corporate psychology of obedience and revolt, and the mass perceptions of grievance and injustice that this inquiry breaks most new ground. Evidence of an historiographical trend away from the recent over-concentration on the urban worker, this well-combed study of the soldier - no longer a tsarist automaton but still far from a revolutionary zealot - will prove a major talking point for historians of both revolution and Russia.

Raymond Pearson

Dr Pearson is senior lecturer in history at the University of Ulster.

A busy political bishop

William Elphinstone and the Kingdom

of Scotland 1431-1514: the struggle for

order

by Leslie J. Macfarlane

Aberdeen University Press, £30.00

ISBN 0 08 030408 7

Fifteenth-century bishops are seldom seen very sympathetically. The Reformation was close at hand; it was the age of Borgia and Medici. The leaders of the church were, almost by definition, time-serving politicians, men whose concerns were with the balance of power, with the service of their royal masters, at best, as Dr Macfarlane's subtitle has it, with the struggle for order rather than the essentials of the faith, with the secular learning of the ancients and the equally secular art of the Renaissance. Such is our instinctive view of the great churchmen of the age, able perhaps but hardly spiritual.

William Elphinstone seems on the face of it to fit the stereotype quite well. He was humble enough in origin (his father was a younger son of a minor landowner), but Thomas Wolsey was yet humbler. He graduated in canon and civil law, that sure basis for a useful and perhaps profit-

able career. In later life a judge, for a time chancellor of the kingdom, latterly keeper of the privy seal (an odd step down, but to be explained by the political upheavals of the 1480s and 90s), promoted successively bishop of Ross and then Aberdeen, and finally destined for St Andrews, but dying on the way aged 83: he looks like a very epitome of a busy, double-barrelled, conscientious, political bishop.

Up to a point Dr Macfarlane confirms this. Elphinstone was a skilled lawyer, who sat in the courts of church and state from 1471 when he became official of the diocese of Glasgow till shortly before his death, a judge who, from the cases which have survived, was clearly experienced and subtle. He was also a figure of solid strength in peculiarly changeable political waters, an experienced and successful diplomat who led the embassies which negotiated the treaties of 1484 with Richard III and of 1486, 1492 and 1497 with Henry VII, and so prepared the way for the marriage alliance of 1503. Elphinstone was an outstanding civil servant, the equal of Morton and Fox, the men of Henry VII.

Unlike the other great memorial was not at court nor in politics: it was in his diocese of Aberdeen where he rescued and revived his church after an interregnum and helped literally to rebuild what was broken down; and above all in the new university which he founded and planned with care. Elphinstone did not believe in ivory towers: his university was to meet the needs of his region, the need for education especially for the poor (the rich could go like himself to the continent at least to finish their studies, as did most of the men whom he engaged to teach), the need for trained lawyers to fill the gaps in the legal system which his own experience observed, the need for theologians for the church, the need even for doctors to cure the sick. His "mediciner" (teacher of medicine) combined his duties with a practice in the burgh, so that Aberdeen medical students had direct experience to supplement their studies in Averroes and Avicenna. The whole constitution and curriculum of the university was planned by Elphinstone, who remained its chancellor till his death.

It is not easy to do justice to such a many-sided figure, especially when the evidence is so formal: records of cases heard, of embassies, constitutional documents of the university, the remains of Elphinstone's library and of the books of the other teachers. Only Dr Macfarlane's vast understanding of the medieval church, of medieval religion, learning, politics and law, can bring to life what in other hands would be a tedious skeleton. It is in the end the diocese and the university that emerge most clearly, though no student of Scottish government ought to neglect Dr Macfarlane's wise comments on the reigns of James III and James IV. Elphinstone may have been a political bishop: but he was a man who had the heart of his profession in him, who has left the marks of his deepest concerns in his church and in his university to this day.

Bruce Webster

Bruce Webster is senior lecturer in history at the University of Kent.

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Further particulars can be obtained from the University Secretary, University of Stirling, Stirling FK9 4LA, Scotland. Informal enquiries may be made to Professor Juliet Cheetham, Director, Social Work Research Centre, University of Stirling, Stirling, Tel: 0786 72171, Ext. 2134.

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M. F. Kelleher
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Establishment Officer,
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Universities continued

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Associate Professor/Senior Lecturer/Lecturer in the following Departments: PHYSICS, MATHEMATICS/STATISTICS

Qualifications: Applicants for appointment as Professor and Associate Professor/Senior Lecturer should have a Ph.D. in the relevant discipline and at least 10 and 7 years' experience, respectively, of teaching and research, with publications in journals of international repute. Professors and Associate Professors should be able to initiate and supervise research, and to participate in curriculum development, organisation and administration of a university department is desirable. Candidates for Lecturerships should have a Ph.D. in the relevant discipline and teaching and/or research experience would be an added advantage.

Professor/Associate Professor/Senior Lecturer/Lecturer in the following Departments: PRODUCTION ENGINEERING, ELECTRONICS & COMMUNICATION ENGINEERING

Qualifications: Candidates for Professor, Associate Professor and Senior Lecturer should be registered/registrable with appropriate professional bodies. Professor/Associate Professor: PhD degree (or equivalent qualification) in relevant discipline with at least 7.5 (successively) years' teaching, research and relevant industrial experience. Applicant must be an authority in his/her area of specialisation as evidenced by publications in reputable international journals and professional output, and should be capable of doing curriculum development in his/her discipline as well as of initiating, continuing and developing research in areas of study offered in the department. For Professor, research in curriculum development or administration in a university will be an added advantage.

Senior Lecturer: either (1) PhD degree (or equivalent qualification) in relevant discipline with at least 3 years' teaching, research and relevant industrial experience; applicants should be capable of initiating research and should have published in reputable international journals, or (2) Master's degree in relevant discipline with at least 5 years' relevant experience in teaching and research as evidenced by publications, candidates should show evidence of professional competence in curriculum development or administration in a university will be an added advantage.

Lecturer: either (1) PhD degree (or equivalent qualification) in relevant discipline, or (2) Master's degree in relevant discipline with at least 2 years' experience in teaching, research or industry, or (3) a good Bachelor's degree with at least 5 years' relevant experience in teaching, research or industry plus membership of at least one appropriate professional institution: consideration will be given to special qualifications or experience in the relevant discipline.

Lecturer/Senior Lecturer in the Department of WOOD SCIENCE AND TECHNOLOGY

(1) Wood Anatomist: Applicants must be holders of PhD degree or equivalent qualifications in Timber Technology/Wood Science with specialisation in Wood Anatomy. The appointee will be expected to teach undergraduate and postgraduate courses in identification, structure and properties of common wood and hardwoods. The appointee will also be expected to supervise research in the field of wood anatomy. Candidates who hold a MSc in higher field plus some teaching and research experience may be considered.

(2) Sawmill: Applicants must be holders of PhD degree or equivalent qualifications in Economics. The successful candidate will be expected to teach courses in Industrial Economics applied to Forest Products Industries, Economics of Wood-based Industries, International Trade in Forest Products, Overseas Research. Candidates with MSc in Economics plus teaching experience will be considered.

(3) Wood Technologist: Applicants must be holders of PhD degree or equivalent qualification with not less than 3 years' experience as a Wood Technologist. The successful candidate will be expected to teach courses in mechanical processing of wood, i.e. sawmilling, plywood and particle board manufacturing. The appointee will also be required to undertake research work.

Salary Scales:
Professor: KES 940-9400 p.a.
Associate Professor: KES 7250-7250 p.a.
Senior Lecturer: KES 6000-6000 p.a.
Lecturer: KES 4950-4950 p.a.

In addition to salary, these posts carry generous housing allowance or housing in lieu thereof, membership of a non-contributory pension scheme, a gratuity scheme, and several other fringe benefits. Expatriates are appointable on renewable two-year contracts with attractive packages.

Applications, in triplicate, giving full details of age, marital status, academic qualifications, work experience and an up-to-date curriculum vitae, including copies of certificates and diplomas, should be sent to the Director of the Ministry of Education, P.O. Box 3800, Eldoret, Kenya, so as to reach him not later than 31 March 1986.

IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY

University of London

Information Technology Lectureship

The Department of Electrical Engineering seeks applications from persons not holding permanent appointments in universities in the United Kingdom for an Information Technology Lectureship. The successful candidate will join an active research group working in exciting areas of Information Technology including VLSI Design. The main purpose of the Lectureship is to strengthen research in man-machine interaction in the context of the computer-aided design of integrated circuits. Possible research topics include the use of intelligent knowledge-based systems to enhance man-machine interaction and the use of interactive graphics in the monitoring and control of optimization processes in computer-aided design.

Ideally, the candidate will already have a good research record in one or more of these areas. However, we would be very pleased to talk to anyone who has research achievements in any relevant branch of the physical or mathematical sciences - pure or applied. It is essential that he or she would enjoy research in the design of integrated circuits and have a genuine commitment to teaching at both undergraduate and postgraduate levels.

Salary according to expertise in the scale £9,118 to £16,819 (under review but including interim 4% enhancement and London Allowance).

If you are interested, please write to or telephone Professor David Mayne, FRS, Head of Department of Electrical Engineering, Imperial College, London SW7 2BT. Tel: 01-858 6111, Ext. 5101.

Closing date for applications 28th March 1986.



INDUSTRIAL ENGINEERING MANUFACTURING TECHNOLOGY

The introduction of new degree programmes in Industrial Engineering and Manufacturing Technology creates new challenging career opportunities at Asian Lecturer, Lecturer and Senior Lecturer levels. Expansion plans within the recently constructed facilities permit enrolment in programmes offered by the Department of Mechanical and Production Engineering to grow to 500 students.

Those appointed will be actively involved in the development of the above new programmes of teaching and research, together with the commissioning of the associated laboratories.

Candidates should have appropriate industrial experience and be well qualified. Contract appointments may be offered to those who are otherwise experienced but do not hold a higher degree, with provision for pursuit of such a degree while under contract.

Expatriates in areas such as the following is particularly relevant:

INDUSTRIAL ENGINEERING
A Industrial organisation, operations management, engineering economy, work measurement, quality control, reliability engineering.
B Statistical process control, programming, reliability modelling, inventory control, simulation.

MANUFACTURING TECHNOLOGY

D Computer aided manufacture, computer integrated manufacturing systems.

SALARY SCALES:

Senior Lecturer: IRE 208-IRE 22,069 p.a.
Lecturer: IRE 15,191-IRE 18,354 p.a.
Assistant Lecturer: IRE 11,088-IRE 14,354 p.a.

Application material, available from the Personnel Department, The National Institute for Higher Education, P.O. Box 100, Limerick, Ireland, should be completed and returned by Thursday, 27th March, 1986.

Salary Range: \$427,253 - \$429,875.
Closing date: 30th March 1986.

Southampton THE UNIVERSITY

Department of Education

Temporary Lectureship in Education

Applications are invited for a two-year lectureship with special responsibility for language and linguistics in the Department of Education, starting in September 1986. The lecturer will be required to take a major part in building up a new M.A. (Ed) programme in language and linguistics in education, and to develop research activity in this area. Applicants should have postgraduate qualifications in applied linguistics and experience of research and teaching in this field. The salary will be within the range £30,211-£31,701 per annum.

Further particulars may be obtained from Mr D. W. Powell, The University, Highfield, Southampton SO9 5NH, to whom applications should be sent by 17 March 1986. Applications should include a curriculum vitae and the names and addresses of three referees. Please quote reference T730/A. It is hoped to hold interviews on 24 March 1986.

King's College London (KQC)

LECTURESHIP

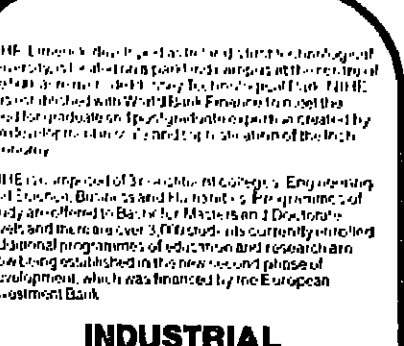
Department of English Language and Literature

Applications are invited for a Lectureship in English Language and Literature. Candidates with a special interest in the history of the English language will be preferred. The successful candidate will be expected to teach and supervise research in the field of English language and literature. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be within the range £7,850-£13,550 per annum plus £1,297 per annum London Allowance (under review). Unmarried Superannuation Scheme benefits payable.

Application forms are available from the Personnel Office, King's College London, Strand, London WC2R 2LS. Completed application forms (three copies) should be returned not later than Monday 24th March 1986. Please quote reference number AS66/THES.

Closing date for applications 28th March 1986.



The University of Western Australia Perth

POST DOCTORAL FELLOWSHIP

Appointments for twelve months in first instance with extension for a further six months. The successful candidate will be expected to teach and supervise research in the field of physics. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary: \$42,753 - \$429,875.
Closing date: 30th March 1986.

University of Manchester

TEMPORARY LECTURER (PART-TIME) IN PHILOSOPHY

Applications are invited for the above post (part-time) in the Department of Philosophy. The successful candidate will be expected to teach and supervise research in the field of philosophy. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be up to the full time equivalent of £7,850-£13,550 per annum plus £1,297 per annum London Allowance (under review). Unmarried Superannuation Scheme benefits payable.

Application forms are available from the Personnel Office, University of Manchester, Oxford Road, Manchester M13 9PL. Quote reference number 353/86. Closing date 15 April 1986.

University of Kent at Canterbury

Chair in Computer Science

Applications are invited for a new Chair in Computer Science. The person appointed should have an international reputation in the field of computer science and should be able to develop research activity in this area. Applicants should have postgraduate qualifications in applied computer science and experience of research and teaching in this field. The salary will be within the range £30,211-£31,701 per annum.

Further particulars may be obtained from Mr D. W. Powell, The University, Highfield, Southampton SO9 5NH, to whom applications should be sent by 17 March 1986. Applications should include a curriculum vitae and the names and addresses of three referees. Please quote reference T730/A. It is hoped to hold interviews on 24 March 1986.

University of Kent at Canterbury

Faculty of Humanities

Lecturer in English & American Literature

Applications are invited for a half-time Lectureship in English and American Literature. The successful candidate will be expected to teach and supervise research in the field of English and American literature. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be within the range £7,850-£13,550 per annum plus £1,297 per annum London Allowance (under review). Unmarried Superannuation Scheme benefits payable.

Application forms are available from the Personnel Office, University of Kent, Canterbury, Kent CT2 7NZ. Completed application forms (three copies) should be returned not later than Monday 24th March 1986. Please quote reference number AS66/THES.

Monash University Australia

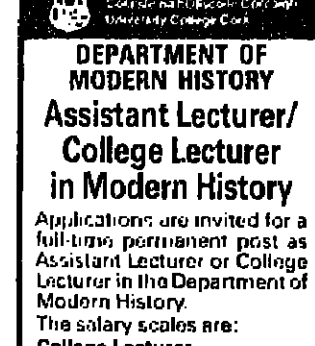
ACADEMIC STAFF VACANCIES

Vacancies at all levels. An experienced Lecturer in English and American Literature is invited from suitably qualified and experienced persons. The successful candidate will be expected to teach and supervise research in the field of English and American literature. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be within the range £7,850-£13,550 per annum plus £1,297 per annum London Allowance (under review). Unmarried Superannuation Scheme benefits payable.

Application forms are available from the Personnel Office, Monash University, Victoria Campus, Victoria 3168, Australia. Please quote reference number AS66/THES.

Closing date for applications 28th March 1986.



DEPARTMENT OF MODERN HISTORY Assistant Lecturer/College Lecturer in Modern History

Applications are invited for a full-time permanent post as Assistant Lecturer or College Lecturer in the Department of Modern History. The successful candidate will be expected to teach and supervise research in the field of modern history. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary scales are:
College Lecturer: IRE 12,740-IRE 15,191.
Assistant Lecturer: IRE 11,088-IRE 12,259 p.a.

Application forms and further details of the posts may be obtained from the undersigned.

Latest date for receipt of completed applications is Thursday, 27 March 1986.

Corrected Advertisement M. F. Kelleher Secretary

University of Hull

LECTURES IN MATHEMATICS

Applications are invited for the post of Lecturer in Mathematics. The successful candidate will be expected to teach and supervise research in the field of mathematics. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be within the range £7,850-£13,550 per annum plus £1,297 per annum London Allowance (under review). Unmarried Superannuation Scheme benefits payable.

Application forms are available from the Personnel Office, University of Hull, Hull HU6 7RX. Completed application forms (three copies) should be returned not later than Monday 24th March 1986. Please quote reference number AS66/THES.

University of Manchester

TEMPORARY LECTURER (PART-TIME) IN PHILOSOPHY

Applications are invited for the above post (part-time) in the Department of Philosophy. The successful candidate will be expected to teach and supervise research in the field of philosophy. The successful candidate will be expected to develop a research programme in the specified areas of interest.

Salary will be up to the full time equivalent of £7,850-£13,

Overseas continued

Technical Consultant Engineering Department Yarmouk University - Jordan

As a result of UK assistance to Jordan, workshop, structural and materials laboratory equipment is being provided for the Engineering Faculty, which is soon to move to its new campus.

Reporting to the Dean of the Department, the officer will be required to evaluate and advise on the preparation and installation of this equipment. Other duties include assisting with the Department's syllabus, and the provision of field training in the operation and maintenance of the laboratory machines and equipment.

Applicants should be British Citizens, and Chartered Engineers familiar with HND, HNC polytechnic training allied to ten years relevant experience, with a knowledge of machine shops and laboratory equipment.

The appointment is on contract to ODA, on loan to the Government of Jordan for a period 9-12 months, and could be offered on secondment terms provided the applicant's employer is agreeable. Salary (UK taxable) is in the range £13,200 to £16,800 pa, including an element in lieu of superannuation. A variable tax free Foreign Service Allowance, currently in the range £2,736 to £5,688 pa is also available.

The post is wholly financed by the British Government under Britain's programme of Aid to the developing countries. Other benefits normally include free accommodation and medical attention.

For further details and application form, please apply, quoting ref. AH389/AF, THES, stating post concerned, and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 381, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

**OVERSEAS
ODA DEVELOPMENT**
Britain helping nations to help themselves

QUEENSLAND INSTITUTE OF TECHNOLOGY Australia

HEAD

Department of Architecture and Industrial Design

Q.I.T. is a multi-disciplinary higher education institution with an enrolment of approximately 9,000 students. Brisbane, the city in which the Institute is located, is the State capital of Queensland and has a greater metropolitan population of about one million people. It is a coastal city enjoying a mild climate similar to that of Southern Spain. The Institute has a traditional school/department structure. The School of the Built Environment consists of the Department of Architecture and Industrial Design, the Department of Planning and Landscape Architecture, and the Department of Building and Quantity Surveying. The Department of Architecture and Industrial Design has over 400 students enrolled in its existing full and part-time courses. A new strand in interior design has been introduced in the full-time Bachelor of Applied Science (Built Environment) course this year.

The successful applicant will be appointed to the academic level of Principal Lecturer Grade 1 and the position of Head, Department of Architecture and Industrial Design. The appointee will be responsible for the academic leadership and administration of a full-time staff of 15 and a large part-time staff of local practitioners, in the fields of architecture, industrial design. Liaison with the professions is an important part of the work.

Applicants should possess a degree in architecture and a higher degree in architecture or a related field and should have either extensive experience of practice on a large scale or a substantial record of research publication. Teaching experience and appropriate administrative experience are also required.

Salary \$ AUS 48,160 per annum.

Further information is available from the Head of School, Mr T. Heath, Brisbane. Tel: 010 617 2232282.

Applications quoting 17/86 together with full details including telephone contact numbers and the names and addresses of three referees should reach the Personnel Manager, Q.I.T., G.P.O. Box 2434, Brisbane, 4001, Australia, by June 16 1986.

(71529)

South Australian College of Advanced Education

RE-ADVERTISEMENT

Academic Appointments 1986

FACULTY OF EDUCATION AND HUMANITIES, UNDERDALE SITE SCHOOL OF ADVANCED STUDIES IN EDUCATION

AS86/48 LECTURER IN DISTANCE EDUCATION Lecturer I, II or III. Full time Tenurable

The appointee will contribute to the teaching and course writing of the Graduate Diploma in Distance Education. Qualifications should include a Degree and Post-Graduate studies in an appropriate area. Applicants should have strong background knowledge in at least three of the following areas:

Program Development in Distance Education
Instructional Design in Distance Education
Student Support in Distance Education
Communication Technology in Distance Education
Administration/Evaluation in Distance Education.

Tertiary teaching experience is highly desirable, as is experience in leading external students and writing external teaching materials. Ability to operate as a member of a course planning and teaching team is essential.

Closing date for Applications: 6.00 p.m. 10 MARCH 1986

SALARIES: Lecturer I \$31,873 - \$33,771
Lecturer II \$27,255 - \$30,141
Lecturer III \$23,472 - \$26,358
Placement within the salary scales will depend on the successful applicant's qualifications and experience. Selection will be made on merit and based on the South Australian College of Advanced Education Policy of Equal Opportunity.

Enquiries should be addressed to Mrs. Val Webb, Personnel Officer, Adelaide (Telephone 08 228 1837).

Written applications should be addressed to the Secretary, Staffing, South Australian College of Advanced Education, 46 Kintora Avenue, Adelaide SA 5000 and should include a curriculum vitae and the names and addresses of three persons from whom confidential references may be sought. Closing date 17th March 1986.

RMIT

1987 - 1987

AUSTRALIA

HEAD

DEPARTMENT OF HUMANITIES

(Re-advertised)

The Department of Humanities in the Faculty of Humanities and Social Sciences offers courses in Journalism, Media Studies, and Public Relations, as well as major sequences in Communications, Cinema, Literature and History. The Department is also involved in inter-disciplinary subjects across the Advanced College.

Expatriates in any of these areas, plus an informed interest in, and understanding of the other areas, is required. Applicants should possess high academic qualifications, preferably at doctoral level, in one of the areas relevant to the teaching programmes of the Department. Teaching experience, academic achievement, proven administrative competence and leadership qualities are essential. Experience in a professional industry relevant to one of the teaching programmes of the Department would be an advantage.

RMIT has an equal employment opportunity policy and welcomes applications from qualified women and men. Applications close: 30/4/86

Further inquiries may be made to Mr M. J. Ramsden, Acting Dean of the Faculty (tel: 051 660 2498).

Salary: A\$53,330 p.a.

Ref: 14101A

Position Descriptions should be obtained from Personnel Services Group by phone (051) 660 2337 or telex AA36408. Written applications, providing sufficient information to indicate suitability for interview, should be addressed to Senior Appointments Officer.

Royal Melbourne Institute of Technology Limited
GPO Box 2476V, Melbourne, Victoria, Australia 3001.

University of Ottawa

Department of English
125 Applications are being accepted for

ONE TENURE-TRACK POSITION AT THE ASSOCIATE RANK AND

ONE TENURE-TRACK POSITION AT THE ASSISTANT RANK

effective, if possible, July 1, 1986. The areas of specialization are (a) Seventeenth-Century Literature (Associate rank) and (b) Criticism (Applied and Theoretical) as evidenced by work on fiction and poetry (Assistant rank). Candidates should have a Ph.D. and a strong record of scholarly research. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. The University of Ottawa offers equal employment opportunities to qualified male and female applicants.

Please send c.v. and three letters of reference as soon as possible to: Dr. Frank M. Tierney, Chairman, Department of English, Faculty of Arts, University of Ottawa, Ottawa, Canada K1N 6N5 (50002) H14

Princeton University

Program in History of Science
The Program in History of Science at Princeton University invites applications for

TWO ASSISTANT PROFESSORSHIPS

to begin preferably in September 1986, though one appointment may be deferred to September 1987. Fields of specialization open, with preference given to those with interests in the history of modern physics, chemistry or technology, and of American science.

Applications, which should include a curriculum vitae, list of publications, and the names of three referees, should be sent as soon as possible to: Martin J.S. Rudwick, Chairman, 220 Palmer Hall, Princeton University, Princeton, NJ 08544, U.S.A. (50018) H14

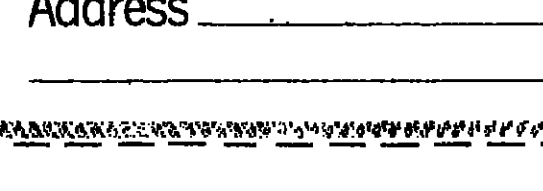
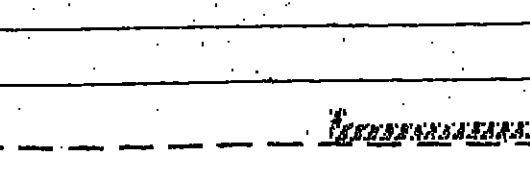
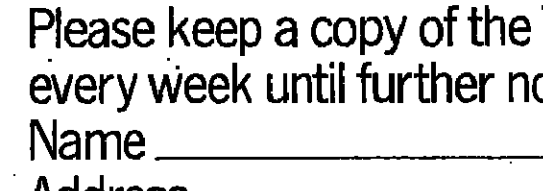
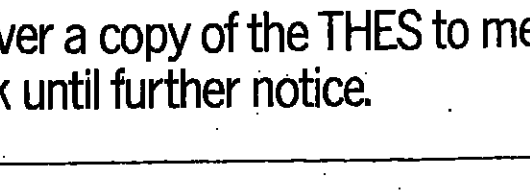
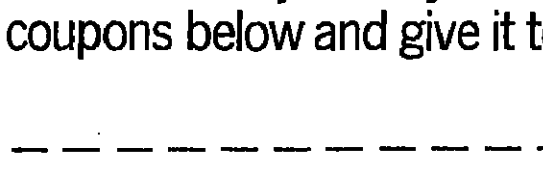
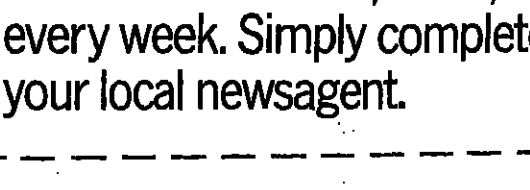
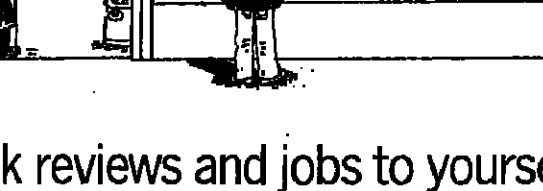
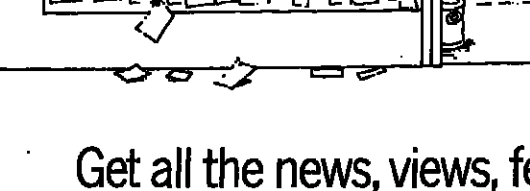
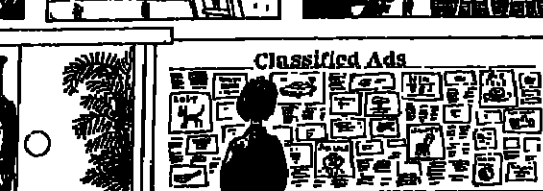
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The Times Higher Education Supplement

Education News



Overseas News



The Times Higher Education Supplement

Reviews of Academic Journals

June 13 Social Sciences and Humanities
Sept 26 Sciences and Engineering

Special Features

March 21 Management Education - a feature which will also include reviews of business and management books. (Copies to be distributed at The Association of Teachers of Management Conference March 24-26).

June 20 Women's Studies (Copies to be distributed at the Second International Feminist Book Fair June 22-27).

July 4 Industry and Higher Education

March 14
June 27 Information Technology
Nov 7

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